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Strategies Middle Managers of Nonprofit Health Care Organizations Use to Motivate Their Administrative Workforce

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This is to certify that the doctoral study by

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Walden University
2019

Abstract

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MBA, Ashford University, 2016

BA, Ashford University, 2014

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Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

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Abstract

Despite the awareness of employee motivation among scholars and business leaders, many American workers attest to being unmotivated. A lack of employee motivation can lead to negative business outcomes. Therefore, middle managers may experience challenges in identifying strategies to motivate their staff. Grounded in the path-goal theory, the purpose of this qualitative multiple case study was to explore nonprofit health care organization middle managers' motivational strategies for the administrative workforce. The participants were comprised of 13 middle managers in the United States who supervised administrative teams of 4 or more members for over 2 years and effectively implemented motivational strategies. The data collection methods were telephonic semistructured interviews and reflective journaling. Through thematic analysis, 3 themes emerged: utilization of various leadership behaviors, awareness of motivational factors, and employee performance. The implications for positive social change include the potential to stimulate personal drive, improve career development, and allow individuals the opportunity to increase the quality of their home lives and communities. By understanding effective motivational strategies, health care leaders may realize tactical solutions to business goals through the development of their managerial staff's inspirational approaches.

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Dedication

To every woman, every person of color, every member of a minority group, and to anyone who may have been ostracized, limited, excluded, overlooked, intercepted while on your upward journey, or rendered inadequate by the imperfect perceptions of others, I dedicate this to you. They could not stop me from learning, and I naturally eradicated their labels.

Equip yourself with education. Through every force of opposition, persevere and keep moving forward! It will not be easy, but you will win. I did.

Your promotion awaits you. Get up and SOAR!

Acknowledgements

I would not have experienced this great triumph nor the complete joy of realizing my potential without the help of the Lord. I thank God for the strength He continually provides in this journey we call life.

Mrs. Hyacinth Moore, thank you for pushing me towards the highest level of education. I would have never considered this path, were it not your guiding thrust! This experience has ultimately shaped the trajectory of my life, at a time where I felt most uncertain. Thank you for not denying yourself and adjusting my narrow vision to a broader scope.

I also would like to thank my parents, Carol and Jasper, for their example of relentlessness. I am proud to be an extension of your journey from Jamaica, W.I., for the possibility of greater opportunities. We did it! The best is yet to come.

Andrea, Liz, and Deborah, having sisters makes my journey easier. I have first pick at a pair of shoulders to lean on, even when I do not lean. I am never alone. Layla, this achievement is my example for you. I believe you will win!

Dr. Daihnia Dunkley, thank you for always being in my corner. Clarissa White, you have canceled the distance. Stanley Brown, thank you for believing and celebrating each win. I am blessed to have each of you. To my kindred friends, too many to name, you are in my heart, and I am thankful you remain there.

I am the result of great love. Thank you all for being exactly who you are to me.

Dr. Bethany Mickahail and Dr. Diane Dusick, you guided me on this journey, and I am appreciative of your patience and wisdom. Thank you for everything.

Table of Contents

List of Tables

Section 1: Foundation of the Study

Leadership behavior can influence workforce performance, which may impact a corporation's sustainability in the market. Although studies exist on leaders' methods that affect for-profit organizations' performance, there is scant literature on the methods used by leaders of nonprofit establishments (Rowold, Borgmann, & Bormann, 2014). Leaders in nonprofit organizations may have limited incentives to provide to employees, resorting to intrinsic considerations for motivation. Nonprofit organizations may not have adequate financial resources to implement human resource management (HMR) strategies like those of for-profit institutions (Rowold et al., 2014). The performance of a nonprofit organization is likely dependent upon employees' perceptions of the corporation's image, which managers' decisions and behaviors influence (Rho, Yun, & Lee, 2015).

Regarding nonprofit health care organizations, effective leadership may contribute to the reduction of medical errors in patient care, according to Lee, Hong, and Kim (2016). Similarly, Dong (2015) discovered that, as business performance rises in nonprofit health care settings, the quality of the patients' experience also improves. Thus, nonprofit organization managers' behaviors can affect health care employees' motivation to perform, which may subsequently raise business outcomes and the quality of patient care. I conducted this study to provide more insight on the leadership strategies used by middle managers in health care organizations to motivate employees.

Background of the Problem

Employee performance is essential to patient care in the health care industry. Scholars have conducted numerous studies on the relationship between the performance of clinical professionals and patient care outcomes (Asamani, Naab, & Ansah, 2016; Kantek, Yildirim, & Kavla, 2015). However, the quality of patient care also rests in the hands of administrative staff members, who may be the patient's first point of contact, and are responsible for keeping accurate records, handling sensitive data, and correctly matching and identifying medical history (Shantz, Alfes, & Arevshatian, 2016), all of which impact the quality of patient care and outcomes thereof. The diminished productivity of the administrative staff could result in errors that are severe, resulting in legal implications (Shantz et al., 2016). Administrative staff members are positioned to directly see any gaps of service (Shantz et al., 2016), which is crucial to business and patient care outcomes. In the health care industry, declined performance also results in extended patient waiting times, diverted ambulances, stressed staff, and medical mistakes (Jha, Sahay, & Charan, 2016). Leaders are responsible for managing the workforce and influencing business performance (Northouse, 2016). Therefore, it is necessary to assess managerial behaviors used to ensure business and patient care outcomes in nonprofit health care organizations. The intent of this study was to identify actions middle managers implement in a nonprofit health care environment to heighten the productivity of administrative staff members. The results of the study may help health care leaders create solutions that improve employee performance and patient care outcomes.

Problem Statement

In health care settings, employee engagement decreases avoidable harm and improves patients' experience (Day, 2014). In a study involving 41 million Medicare patient records, $8.8 million of expenses were due to staff errors, which also potentially caused 238,337 preventable events resulting in patient harm (Lee et al., 2016). Staff errors may be a consequence of low engagement. According to researchers, 70% of the U.S. workforce feels emotionally disconnected from their work environment, subsequently costing companies an estimated $300 to $600 billion per year (Putra, Cho, & Liu, 2017). The general business problem was that some managers lack motivational strategies to influence their workforce to meet business goals. The specific business problem was that some middle managers in nonprofit health care organizations lack motivational strategies to influence their administrative workforce to meet business goals.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies middle managers of nonprofit health care organizations used to motivate their administrative workforce to meet business goals. The targeted population consisted of 13 middle managers of nonprofit health care organizations in the United States who developed and implemented methods to motivate their workforce. The study findings contribute to the discussion of employee motivation in nonprofit health care organizations. When there is a lack of motivation amongst employees, work efficiency declines (Denis, 2016). Organizational leaders need motivated employees to accomplish business goals (Jyothi, 2016). As managers implement tactics to drive employees, the workforce's output can improve. The implications for positive social change include the potential for managers to more effectively inspire the workforce to personally achieve. By providing development opportunities and heightening employees' career opportunities and life satisfaction, managers can also help their individual employees contribute to their families and communities.

Nature of the Study

I used the qualitative method for my study. The qualitative method aligns with an interpretative philosophy (Saunders, Lewis, & Thornhill, 2015). Researchers use the method to understand the meaning of phenomena (Saunders et al., 2015), studying social processes to evaluate real-life settings (Santos & Eisenhardt, 2004). The quantitative method was not acceptable to complete the study, as the purpose was not to examine the statistical relationship between leadership behavior and motivation. Quantitative analyses require standardized instruments to test the relationships among variables; researchers use the resulting numerical data to examine the validity of hypotheses (Santos & Eisenhardt, 2004). Likewise, a mixed methodology was not suitable to conduct the study. A mixed methodology involves use of two or more research methods (Bryman, 2004) and encompasses the quantitative testing of relationships or differences among variables (Saunders et al., 2015). Because I did not statistically analyze variable relationships, I concluded that a mixed-methods approach would not be appropriate. The purpose of the study was to identify the strategies middle managers used to motivate the administrative staff of nonprofit health care organizations, not to test the effectiveness of their methods.

I used multiple cases in the qualitative study. The selected design was a multiple case study, which is appropriate to explore phenomena in a real-life setting (Saunders et al., 2015). A case study is an in-depth analysis of a problem, which researchers use to explore methods to resolve an identified issue (Yin, 2014). A multiple case study is robust, involving two or more cases that reflect the same phenomenon (Santos & Eisenhardt, 2004). Single case studies often result in partial outcomes, which can lead researchers to false interpretations, threatening both the reliability and validity of the study (Yin, 2014). Conducting a multiple case study can reduce biases and increase the value of the discussion through a reliable account. I considered using an ethnographic design but concluded that it was not appropriate for the study. The purpose of ethnographic research is to observe behavior and to discern knowledge that governs groups' cultures (Barbour, 2006). Usually, the researcher will seek acceptance into the environment of study and conduct a long period of observation, taking notes and memorandums to generate new knowledge (Barbour, 2006). The ethnographic design exceeded the purpose of the study. The data collection instruments for the study included the researcher, interviews, and a reflective journal. Interviews are a data collection method of qualitative studies (Santos & Eisenhardt, 2004). The purpose of the study was to explore various motivational strategies of middle managers in nonprofit health care settings, which did not require lengthy observations or the creation of new knowledge on employee motivation.

Research Question

What strategies do middle managers in nonprofit health care organizations use to motivate their administrative workforce to meet business goals?

Interview Questions

1. What are some motivational strategies you have implemented that have proven to improve administrative employees' behavior?
2. Based upon your experiences, please identify the outcomes that improved due to your motivational strategies.
3. What are the challenges you experienced in implementing your motivational strategies?
4. How did you conquer those challenges?
5. How, if at all, has your employer contributed to your knowledge of motivational strategies to target employee performance?
6. What else can you add that has helped to motivate your administrative workforce to meet business goals?

Conceptual Framework

The conceptual framework of the study was the path-goal theory. House (1971) developed the path-goal theory, which was the conceptual framework for the study. According to the path-goal theory, leaders can inspire the workforce to increase productivity by modifying how they behave toward employees throughout various situations that present in the workplace (Northouse, 2016). House proposed that leaders alter their behaviors to influence followers' perceptions and abilities within the work environment. In doing so, managers can improve employees' satisfaction and job performance (House, 1971). According to House, leaders motivate followers by (a) providing defined goals, (b) clarifying the methods to achieve goals, (c) removing obstacles to complete goals, and (d) providing support. The four leadership behaviors specific to the path-goal theory are directive, supportive, participative, and achievement-oriented (House, 1971; Wallace, 2007). However, other leadership styles can support the model (Northouse, 2016). As a result, with the alterations of actions, leaders positively influence organizational citizenship behavior, heightening employees' productivity (House, 1971).

The four leadership behaviors embody different attributes. Within the directive behavior, leaders set acceptable goals and provide specific instructions to meet expectations (Wallace, 2007). When leaders use supportive actions, they are friendly and are concerned about their subordinates' situational needs (Wallace, 2007). Participation behaviors describe a leader's ability to solicit suggestions and ideas from subordinates to jointly make decisions (Wallace, 2007). Achievement-oriented behaviors refer to the setting of challenging goals and the emphasis on performance improvement (Wallace, 2007). Although House (1971) proposed that leaders alter their behaviors, some researchers agree that a more effective leader uses the four traits simultaneously (Wallace, 2007). Nonetheless, under the path-goal theory, subordinate traits and environmental characteristics mediate leaders' capacity to influence their followers (Wallace, 2007). Therefore, if managers consider individualistic and situational needs in their usage of specific behaviors, they can improve employee motivation. Applying the path-goal theory to this study, I anticipated that health care middle managers created motivational strategies that are specific to both the work atmosphere and individuals to achieve an expected outcome. The findings of this study were consistent with the path-goal framework in that they define behaviors that motivate administrative employees to meet the expectation and organizational goals in nonprofit health care establishments.

Operational Definitions

Employee engagement: The positive and fulfilling, work-related state of mind of employees, characterized by dedication and vigor (Lee, Idris, & Delfabbro, 2017).

Extrinsic motivation: External factors that influence an individual, such as financial incentives (Delaney & Royal, 2017).

Intrinsic motivation: Internal factors that influence an individual, such as cognitive interests (Delaney & Royal, 2017).

Locus of control (LOC): Individuals' preference of a specific leadership style to meet their emotional needs, due to their faith in their personal ability to achieve a goal (Kattan & Fox, 2014).

Organizational citizenship behavior: The voluntary behavior of individuals in an organization (Tinti, Venelli-Costa, Martins Vieira, & Cappellozza, 2017).

Organizational culture: A pattern of shared underlying assumptions that employees invent, discover, and develop to assist their understanding of acceptable values and behaviors (Zerella, von Treuer, & Albrecht, 2017).

Social entrepreneurs: Those who discover opportunities to enhance social welfare by creating new ventures (Mastrangelo, Benitez, & Cruz-Ros, 2017).

Assumptions, Limitations, and Delimitations

Assumptions

An *assumption* is a general term that denotes a premise, guess, or starting principle that is subject to discovery (Jasso, 2004). Assumptions are also the beliefs the researcher holds when approaching the study (Haley, 2004). In a previous middle manager role in a nonprofit organization, I used motivational strategies from higher educational programs. In my experience, senior executives typically do not identify employee motivation as a focus to meet business goals. One assumption was that senior executives often do not focus on the development of their middle managers' motivational skills to satisfy business goals. A second assumption was that some managers are unaware of specific strategies that influence employee motivation and productivity. Therefore, middle managers who participated in the study possibly developed and implemented motivational strategies specific to their emotional makeup without regard to individuals' needs. I also assumed that middle managers do not receive proper guidance in influencing the workforce and are left to determine how to stimulate staff in a manner that affects business metrics. Assumedly, middle managers who successfully implemented motivational strategies are likely to inspire their workforce to perform optimally. There was also an assumption that the participants would willingly share their motivational strategies and honestly answer the interview questions to help produce solutions for the business problem.

Limitations

Limitations are the unforeseen challenges that arise during a study, as well as constraints on the application or utilization of findings as a result of the study design and methodology (Price & Murnan, 2004). Limitations occur outside of the researcher's control (Lunenburg & Irby, 2008). Some limitations occurred in the study. One limitation was individuals' reluctance to participate voluntarily. There was not an overwhelming response to the study's online advertisement, and I had to resort to personally inviting many of my former colleagues. In addition, individuals who consented to participating in the study did not want a face-to-face interview. They preferred the convenience of a telephone interview. The researcher sometimes has trouble obtaining access to viable participants (Stuckey, 2016). In addition, highly educated respondents are more likely to respond to an online survey over any other method of data collection (Garson, 2013). Therefore, obtaining 13 qualified respondents promptly and using the formats of face-to-face and telephone interviews was difficult. Participants possibly were not comfortable sharing complete truths for fear of repercussions, even with the oath of confidentiality. Another limitation of the study is the lacking examination of the relationship between managers' motivational strategies, employee performance, and motivation.

Delimitations

Researchers impose boundaries on their scope of study (Lunenburg & Irby, 2008). The boundaries are delimitations. The study will also have limitations the researcher did not impose (Andres, 2012). Some of my study participants oversaw staff members in supervisory roles. Although there are also middle managers within the hospital and outpatient settings, the participants were leaders of the administrative and nonclinical workforce of various nonprofit health care organizations. The participants were also delimited to those managing teams of greater than four members, who were responsible for providing administrative support, such as patient check-in and check-out, scheduling, billing, data entry, analytics, accounting, event coordination, fundraising, electronic medical record software operations, and so forth.

Significance of the Study

Organizational leaders are responsible for solving business problems. The results of the study can be of value to nonprofit health care leaders in helping them motivate their administrative workforce to meet organizational goals. Employee motivation is a contributory factor to business success (Jyothi, 2016). By understanding effective motivational strategies, health care leaders may realize tactical solutions to business goals through the development of their managerial staff's inspirational approaches. Effective leadership styles and motivational strategies increase employee performance (Elqadri et al., 2015). Managers can practice learned behaviors that increase employees' willingness to serve and engage in the workplace. The social change implication of the study is that catalyzing employees' motivation can internally stimulate personal drive, improve career development, and allow individuals the opportunity to increase the quality of their home lives and communities. As a result, employees could also positively influence other individuals in society, becoming change agents outside the boundaries of their homes.

A Review of the Professional and Academic Literature

The purpose of the study was to identify the motivational strategies of middle managers for the administrative workforce in nonprofit health care organizations. The central research question was, What strategies do middle managers in nonprofit health care organizations use to motivate their administrative workforce to meet business goals? The review of literature consisted of peer-reviewed articles, books, dissertations, and journals about management theories, motivation strategies, motivation theories, employee performance, and emotional intelligence. Research on motivational strategies for the administrative workforce in nonprofit health care organizations is limited, according to my review of the literature. Therefore, the focus of the literature review was on managers' motivational strategies in health care, nonprofit organizations, and other service industries, such as hotel and restaurants, as well as employee performance and motivation, using quantitative and qualitative research.

There were several themes amongst the various studies I reviewed. One theme is that leaders' behaviors impact job satisfaction (Jurburg, Viles, Tanco, & Mateo, 2017), organizational culture behavior (Basit, 2017), employee performance (Elqadri, Priyono, Suci, & Chandra, 2015), and motivation (Houger, 2015). Another is that employees are likely to increase performance when they are motivated and engaged in the organizational culture (Lăzăroiu, 2015; Patrick & Mukherjee, 2018). Factors that improve motivation and engagement are leaders' behaviors that employees perceive as supportive, directive, ethical, trustworthy, fair, communicative, and social (Jin & McDonald, 2017; Jyoti & Rajib, 2016). Management support is a significant determinant to employee motivation.

Likewise, clear and direct internal communication, as well as organizational support, can raise employee motivation (Jin & McDonald, 2017; Macauley, 2015). Employees' trust in managers can also improve work engagement and performance (Ugaddan & Park, 2017). Other common occurrences in the literature include scholars' agreement on managers' role in motivating the workforce and the speculation of managers' limitation to alter actions to impact their workforce (Christensen, Paarlberg, & Perry, 2017; O'Boyle & Cummings, 2013).

The primary sources of research were Thoreau, Google Scholar, ProQuest, EBSCO, SAGE Knowledge, and Emerald Insight. I accessed these resources from Walden University Library. The search keywords were *employee performance*, *employee motivation*, *health care motivation*, *employee engagement*, *work motivation*, *leadership*, and *employee development*. I organized the review of literature into three themes: work motivation, motivation theories, and leadership styles. The number of references included was as follows: (a) 64 journal articles, (b) two books, (c) one encyclopedia entry, and (d) one dissertation. Of the 68 resources, 94% were peer-reviewed. Table 1 is a display of the various types of literature within the review. The publication date for 64 of the 68 references is within the past 5 years.

Table 1

Types of Sources in the Literature Review

Type of source	Number of sources
Journal article/Study	64
Original text	2
Encyclopedia entry	1
Dissertation	1

Work Motivation

The first theme in my review of literature was the import of work motivation. Motivation refers to the force that moves people to act, think, and develop (Dagenais, Leclerc, & Londei, 2018). Specifically, work motivation is the energetic forces within and beyond an individual's being to initiate work-related behavior, which also determines the form, intensity, and duration of the actions that ensue (Donovan, 2001). In an organization, human resources are the main factor in delivering quality services (Wilda, Sudarsih, Didik, & Supriyadi, 2017). An employee's temperament affects how they conduct themselves in the workplace (Lăzăroiu, 2015). Likewise, interpersonal behavior and the physical environment of employees directly affect work performance (Lăzăroiu, 2015). There are various environmental and situational factors in the workplace that drive individuals. Some employees are motivated by the respect of their peers or supportive work environments, while others are influenced by compensation or rewards (Rice, Feiger, Rice, Martin, & Knox, 2017). Employees who are motivated have a higher sense of belonging in the workplace and exert heightened levels of energy (Rice et al., 2017). When there is a lack of motivation, employees may not fulfill their daily obligations and may perform beneath business leaders' expectations, resulting in a decline in corporate productivity (Faletar, Jelacic, Sedliacikova, Jazbec, & Hajduchova, 2016). Employee motivation can affect business goals.

It is necessary to understand the effect of motivation in the workplace. Some scholars theorize that motivation in the workplace improves one's psychological health (Dagenais et al., 2018). Psychological distress is related to burnout, resulting in exhaustion, depersonalization, and reduced personal accomplishments (Dagenais et al., 2018). Some researchers have found that greater levels of employee motivation lower the rate of burnout and turnover, improving the likelihood of retaining talent (Rice et al., 2017). Psychological well-being or health is a process of fulfilling one's true nature and potential, producing optimal functionality (Dagenais et al., 2018). Though some propose that motivation impacts psychological well-being, other scholars believe the reverse, theorizing that individuals' psychological state influences their motivation. After conducting a study amongst nonprofit employees in Canada, Dagenais et al. (2018) found that many employees were motivated by psychological wellness experiences at work. In health care establishments, the workforce experiences high levels of stress, which can lead to depression and anxiety (Patrick & Mukherjee, 2018). Nonprofit employees provide services to the public amidst organizational challenges related to resources and strategic planning, and are more vulnerable to employee turnover (Park, Kim, Park, & Lim, 2018). As the role of middle management is generally to enable teams of workers to perform effectively (Sinha & Kumar, 2016), managers possess the ability to provide a psychologically healthy work environment to influence optimal productivity.

An individual's psychological state can affect work performance. Identified regulation, a form of self-determination motivation which relates to the performance of a task in alignment with one's values, is positively linked to psychological well-being and work performance (Zhang, Zhang, Song, & Gong, 2016). The self-determined theory (SDT) is a motivation type that refers to positive impacts on one's psychological state (Dagenais, 2018). According to SDT, self-motivation is dependent on the satisfaction of an individual's basic psychological needs, which are autonomy, competence, and relatedness (Andrews, 2016). In the workplace, self-determination motivation influences higher levels of engagement and job satisfaction while decreasing job burnout (Andrew, 2016; Patrick & Mukherjee, 2018). People who are motivated by identified regulation will perform a task because it assimilates with a personal goal (Zhang et al., 2016). Researchers have found that the highest work motivation factors are work environment and social motives (Sdrali, Goussia-Rizou, Giannouli, & Makri, 2016). The most significant inhibitors to work motivation is the lack of partnership or team cooperation (Sdrali et al., 2016). Dagenais et al.'s (2018) findings suggest that when individuals perform tasks that align with their goals, they experience psychological health, which results in optimal performance. Concurrently, providing a work atmosphere of mental wellness can motivate employees to achieve goals that align with their interest and values. Themes in research include an improvement in employee motivation when individuals experience psychologically healthy work environments, which also leads to higher levels of productivity.

Through the performance of the workforce, managers can achieve organizational goals. It necessary for leaders to create strategies to motivate their staff to excel (Wilda et al., 2017). Motivation can raise organizational performance; expand employee efficiencies; and develop personal growth for the workforce, which subsequently produces employee satisfaction (Wilda et al., 2017). However, researchers have found that much of the global workforce are unmotivated and disengaged (Basit, 2017). Although organizational leaders realize the need for and benefits of employee engagement, 60% of the worldwide workforce attested to being unsupported and disengaged at work in one study (Basit, 2017). Employee demotivation can produce severe results in organizational outcomes, threatening success, sustainability, and competitiveness in the global market. Employees identify how employers support them through their manager’s behaviors, which impacts reciprocation and engagement.

Employee engagement can impact how an individual behaves in their work environment. Employee engagement is an individual’s emotional and cognitive state regarding their functional commitment to producing organizational outcomes (Jin & McDonald, 2017). Engaged employees receive benefits both personally and organizationally, improving their health, job satisfaction, organizational behavior, and commitment (Basit, 2017). Higher levels of engagement can lower employees’ stress and improve productivity (Patrick & Mukherjee, 2018). According to the organizational support theory, employees perceive how their employer cares about them through managers' behaviors (Jin & McDonald, 2017). Managers become an extension of the organization, defining the value for employees through daily interactions (Jin & McDonald, 2017). According to Houger (2015), a manager's assessment of employees' motivation and productivity results in business decisions in which leaders' implement and manage change. Further, Houger suggests managers can affect employee motivation through effective communication and careful management of employee relationships.

Motivation can produce employee performance. Engaged employees are inspired, high performers, who value their roles and work with a sense of meaning (Macauley, 2015). Because of their high productivity, organizational profits increase, safety improves, and absenteeism lowers (Macauley, 2015). Engaged employees are 202% more productive than their unengaged counterparts (Macauley, 2015). Managers who employ engaged employees earn 26% more revenue per employee and experience a 49% increase in safety in the work environment (Macauley, 2015). However, most of the national workforce in the United States reports being unengaged (Putra, Cho, & Liu, 2017). Macauley (2015) noted that engagement and motivation are different. Engagement is the employee's fulfillment and loyalty to the organization, while motivation is the ability and desire to achieve a goal (Macauley, 2015). Likewise, Macauley states that individuals can be motivated, but lack engagement in the workplace. Employees become engaged when they receive rewards and recognition for their work behavior and output (Macauley, 2015). Rewards and recognition are extrinsic and intrinsic motivation factors. Although pay is an essential factor when a candidate assumes a position, as the employee settles, extrinsic factors become less important, making intrinsic motivators more desirable (Macauley, 2015). Therefore, leaders need to identify aspects that are necessary to employees, as individuals are motivated differently. An individual's motives contribute to their behavior (Apak & Gumus, 2015).

Some necessary aspects include factors that incentivizes individuals. Incentives cannot occur without a manager first identifying the workforce's psychological and social needs (Apak & Gumus, 2015). Patrick and Mukherjee (2018) suggested that managers should create work environments that are conducive to engagement and free from stress. Macauley (2015) provided factors that could improve employee engagement in the health care industry, such as offering support, giving recognition or showing value in individuals, clearly communicating the mission or goals, and ensuring the workforce's values aligns with the organizational vision. Leaders' ability to be supportive, give clear direction, set goals, and portray participative behavior motivate staff to be loyal, increase performance, and foster engagement in the workplace. Rahbi, Khalid, and Khan (2017) defined motivation in a health care setting as an individual's degree of willingness to exert and maintain production to meet organizational goals. Motivated health care professionals improve the overall success of services and the functionality of the health care facility (Rahbi et al., 2017). Poorly motivated health care professionals have negative impacts on patient care (Rahbi et al., 2017). Effective managers motivate employees and teams, although team motivation is more complex because of the constant changes in the workforce's (Rahbi et al., 2017). Likewise, individuals within the team have differing beliefs, values, goals, and expectation. Leaders may have trouble motivating a team of multiple individuals with unique motivating factors or skills (Rahbi et al., 2017). Rifai, Junadi, Sulistyarini, and Lubis (2015) found that nonprofit organization managers with higher education were more likely to exude flexibility in their leadership style. The finding is significant as it infers that managers with higher education desire to meet the situational needs of the workforce, which could produce higher levels of motivation and productivity.

Scholars have focused on social capital as a means of motivation. In health care organizations, social capital has a positive impact on job satisfaction and retention (Basu, Pradhan, & Tewari, 2017). Social capital refers to the social characteristics of an organization. Attributes that are important to social capital include trust, mutual understanding, shared goals, and values (Basu et al., 2017). The premise of social capital is that when employees have more social resources, they perform better, emphasizing the need for social connections within a corporation. Higher levels of social capital are linked to lower incidents of work stress and employee turnover (Basu et al., 2017). Researchers and practitioners agree that a focus on factors such as job satisfaction, individuals' goal orientation, rewards, social influence, self-efficacy, empowerment, training, organizational support, and internal communication can influence employee performance (Jurburg et al., 2017). Gilmeanu (2015) conducted a literature review and suggested that aside from motivation, job satisfaction could also be a factor that influences high performance. The purpose of the literature review was to identify the reasons for increased employee productivity. Although job satisfaction alone does not directly impact individual performance, when coupled with motivation, it can lead to an improvement in employee productivity and organizational outcomes (Gilmeanu, 2015).

Gilmeanu suggests that managers should make observations and interpret employees' actions to determine methods to meet their needs. However, Gilmeanu's study was limited in that the researcher did not evaluate the motivational approaches that are successful in employee performance.

In the review of literature, scholars also discussed the topic of emotional intelligence and its affect to employee behavior. Emotional management ability (EMA) refers to individuals' skill to regulate the emotions of themselves and others (Choudhary, Naqshbandi, Philip, & Kumar, 2017). Using emotional intelligence literature as the basis of their study, Choudhary et al. (2017) sought to determine the relationship between EMA, organizational behavior, employee job performance, and work deviance behavior. Work deviance behavior is the degree to which employee actions impede organizational performance and violate the well-being of the institution (Choudhary et al., 2017). In their quantitative study involving 130 employees of private universities, Choudhary et al. found positive significances between EMA, organizational behavior, and employee job performance, and a negative significant between EMA and work deviance behavior. The finding is significant. It supports that high levels of EMA in managers results in increased levels of organizational behavior and employee job performance. Likewise, high levels of EMA in managers decreases the presence of work deviance behavior. Leaders' emotional management ability can motivate employees to perform at a greater capacity.

Scholars also suggested leaders' behaviors impact the employer-employee relationship through principles, such as the classic organizational theory. According to the classic organizational theory, the organization has two levels, one of which is formal and the other, informal (Shaughnessy, Treadway, Breland, & Perrewé, 2017). The informal level refers to employees' attitudes and personal connections and leaders' responses to the workforce's emotional needs (Shaughnessy et al., 2017). The formal level denotes the organizational structure and rules. Informal leadership is effective in increasing individual performance only when linked to political skill, which involves the leader's ability to manage and perform tasks (Shaughnessy et al., 2017). Meeting the emotional needs of employees alone may not improve productivity. However, when managers are knowledgeable of their role and able to perform skillfully, as well as practice informal leadership, employees are impacted in a manner that improves individual performance (Shaughnessy et al., 2017).

Motivation Theories

Another concept that scholars postulated is the path-goal theory. The contingency theory refers to effective leadership through the modification of behaviors to satisfy a current situation (Malik, 2013). The path-goal theory is a contingency approach. Motivation is the focus of the path-goal theory, and through its use, leaders support and direct followers to achieve personal and organizational goals (Malik, 2013). Unique to the path-goal theory is the reliance on the characteristics of group members, work environment, and leadership behaviors (Malik, 2013). Job satisfaction and employee motivation are subject to individuals' emotional needs at the workplace, and change with time, as their environment or situation alters (Malik, 2013). Some researchers agree that one specific leadership behavior may not be ideal for every situation (Lynelle, Leoni van der, & Marius, 2016; Northouse, 2016), asserting the need to modify actions as various scenarios arise. Although peers may exude leadership ability and provide a motivating work environment, it is the expression of leadership that determines job satisfaction and employee productivity (Malik, 2013). According to O'Boyle and Cummings (2013), managers' actions can compensate for deficiencies that may be present at the workplace. However, O'Boyle and Cummings asserted that leaders might not be familiar with the ideology of using various behaviors as situations present. When leaders understand the motivational vision, employee morale is high, which enables the workforce to achieve goals (Apak & Gumus, 2015).

Realizing the effect of leaders' behaviors to employee performance is necessary in managing business outcomes. Leadership behaviors directly impact job satisfaction (Northouse, 2016). Scholars found that supportive work environments and leaders' communication of values through speech and action, increases one's motivation to serve in a public or nonprofit organization (Christensen et al., 2017). Azman, Nursaadatun, and Azmi (2016) concluded in their study that a manager's ability to implement communication and support within a coaching program can have a significant impact on employee motivation. Coaching is a process that managers use to guide employees toward achieving personal and organizational objectives, which subsequently improves the workforce's skills and performance (Azman et al., 2016). Azman et al. found that managerial communication is not a significant determinant on employee motivation; however, management support is. Although Azman et al. suggested that managers' physical and moral support can enhance employee motivation, their study was limited to male participants between the ages of 21 and 25 with less than 5 years of work experience. Christensen et al. (2017) suggested practitioners and scholars should join efforts in improving the work environment. They also noted that many managers are not aware of evaluated methods that enhance public service motivation (Christensen et al., 2017). The findings of both studies relate to the study, suggesting leaders' supportive behavior can motivate employees.

It may be necessary to evaluate employees' needs to identify elements that inspire individuals. Aleksic (2016) conducted a qualitative descriptive study to assess employees' value in the organizational leadership process. Aleksic aimed to show the necessity for leaders to adjust leadership styles to meet the needs of the followers. From the trends discovered by other scholars, Aleksic identified several factors that affect employee engagement, three of which are the work environment, work situation, and leaders' characteristics. Leaders should consider employees' workplace needs and preferences in management styles to determine means to motivate and influence performance (Northouse, 2007). Leonard (2013) explored how employees of nonprofit organizations were motivated. Leonard analyzed the impact of the employees' extrinsic or intrinsic motivation on the perception of leadership, which infers that motivation also affects individuals' satisfaction in their leader's behavior. Every individual possesses psychological influencers that pique their interest and affects their decisions and actions (Abdo-Alaziz & Armanu, 2015). Leonard used the path-goal theory for the framework of the quantitative study of employee motivation in nonprofit organizations. According to the findings, extrinsically motivated employees are more likely to be satisfied with their supervisor's leadership style (Leonard, 2013). Leonard did not evaluate leaders' influence on employee motivation aside from extrinsic provisions, nor employees' level of satisfaction with managers' behavior when external needs are unmet.

Other scholars examined leaders' influence on followers' behaviors. Kattan and Fox (2014) conducted a study, evaluating the relationship between the personality and leadership style of musicians, comparing them to business leaders of small enterprises. The researchers conducted a literature review to determine the relationship between personality, leadership style, and organizational effectiveness (Kattan & Fox, 2014). Following a qualitative methodology, the sample size was small; 20 musicians over the age of 18, ranging from amateur to semiprofessional, with greater than six months of experience (Kattan & Fox, 2014). The researchers made qualitative assessments to identify patterns between personality, leadership style, and band cohesiveness (Kattan & Fox, 2014). The researchers found that band leaders' dominant personality traits of agreeableness, extraversion, and conscientiousness correlated with the participative leadership style, while highly emotional qualities assimilated to achievement-oriented leadership, focusing on performance and the challenges of the band (Kattan & Fox, 2014). Band members who preferred their leaders' management style were satisfied and engaged (Kattan & Fox, 2014). This finding aligns with the concept of locus of control (LOC). The LOC refers to individuals' faith in their leaders' personal ability to achieve a goal, requiring a behavior to meet their emotional need and leadership style preference (Kattan & Fox, 2014). Kattan and Fox's (2014) identified that individuals are more likely to be responsive to a leader's initiatives when they also agree with leaders' traits. Other scholars have also identified the likelihood of employee engagement when leaders meet the emotional or situational needs of their workforce (Stumpf, Tymon, Ehr, & Van Dam, 2016). Kattan and Fox could not fully evaluate organizational effectiveness, as the targeted population was musicians. However, the premise that individuals' needs influence their drive aligns with the path-goal theory.

When leaders meet an individual's needs, engagement and motivation can ensue. Naureen, Awan, and Noshaba (2015) utilized the locus of control model to identify individualistic preferences for leadership behavior. If employees are assertive and realize their capability to perform a job-related task, they are more likely to perform when receiving achievement-oriented behavior (Naureen et al., 2015). Therefore, a directive leadership style may damper their performance. Likewise, Malik (2013) found that employee attributes, such as age, gender, qualifications, rank, and years of service affected job satisfaction, requiring motivational tactics specific to their distinctive desire. Individuals with an external LOC do not possess faith in their ability to achieve goals and require a more directive and supportive leadership style (Naureen et al., 2015). Naureen et al. focused their study on the relationship between leadership styles and job satisfaction as moderated by LOC in a nonprofit setting. They discovered that the four leadership styles within the path-goal theory were strongly correlated to job satisfaction, which increases employee productivity. Naureen et al. also found that leadership behaviors influence employees' LOC. The finding is significant as it supports managers' ability to affect individuals' motivation, providing the potential to impact lives for the good. This idea further supports the path-goal theory.

Other scholars also based their study on the path-goal theory. Kim and Park (2014) conducted a study of job satisfaction in the public sector and discussed the differences in HRM procedures and the challenges of managers to provide job satisfaction and retain employees. Organizational goals and missions are paramount factors in the managerial role of motivating staff (Kim & Park, 2014). According to Kim and Park, directive leadership can increase goal attainment in nonprofit sectors, and the path-goal leadership model could also positively influence organizational outcomes. Scholars have found that work environment influences corporate outcomes (Kristof-Brown, Zimmerman, & Johnson, 2005), which can support the premise that meeting individuals' situational needs can impact productivity. Likewise, the findings of Kim and Park’s quantitative study provides insight into what factors could motivate employees in nonprofit organizations. When managers provided employees with clear directions to meet goals, the staff members were highly motivated to achieve standards and committed to the organizational culture (Kim & Park, 2014). The scholars noted a positive relationship between directive leadership and employee productivity (Kim & Park, 2014). Sarti (2014) also identified that directive leadership styles positively impact employee engagement and productivity in public service organizations. The relationship in the findings could suggest the attainment of nonprofit organizational goals through clear directives.

In the review of literature, other scholars also discussed the directive leadership style. Malik, Aziz, and Hassan (2014) also concluded that of the four leadership behaviors within the path-goal theory, there was a strong correlation between directive leadership and employee engagement. The findings of the quantitative study were also significant for the influence of LOC on individuals' acceptance of leadership behaviors (Malik et al., 2014), which infers meeting employee situational needs can produce motivation and satisfaction. Malik et al. also suggested training managers on their role in situational factors in organizational effectiveness. Asamani, Naab, and Ansah (2016) used a path-goal model approach to evaluate leadership behaviors and the effects on employee satisfaction and motivation of nurses in a clinical hospital setting. The researchers found that although nurse leaders utilized different leadership behaviors, they were more inclined to use a supportive style, followed by achievement-oriented, and then participative (Asamani et al. 2016). Of interest, directive leadership was negatively correlated to job satisfaction, which is consistent with other nursing leadership studies (Asamani et al., 2016). Consistent with previous studies was the positive correlation between supportive and participative leadership and job satisfaction in the nursing industry (Asamani et al., 2016). Therefore, it may be necessary to implement leadership approaches that are specific to an individual’s role.

In the review of literature, other scholars discussed employees’ choice of leadership styles. Budin and Wafa (2015) found that workplace culture predicted the preference of leadership style, suggesting that leaders should become familiar with work environment behavior to determine actions. Therefore, organizational culture may be unique to the type of organization, requiring leaders to understand the environment and behave according to the employee’s situation to improve organizational outcomes. According to the social exchange theory, employees who deem their leaders as highly competent are likely to mimic and reciprocate the behaviors (Ugaddan & Park, 2017). Supervisors are responsible for motivating, engaging, and retaining their staff members. From the support of their supervisors, employees experience augmentation in organizational commitment, job satisfaction, performance, and role clarity (Rathi & Lee, 2017). Employees define their supervisor's level of support by the reception of assistance and the expression of concern (Rathi & Lee, 2017). A supportive supervisor can improve an employee's quality of work life (Rathi & Lee, 2017). The quality of work life refers to the satisfaction workers find in an array of basic needs they receive through organizational participation (Rathi & Lee, 2017). According to the social exchange theory, when an employee receives tangible and social rewards, they respond by working harder and committing to the organization (Rathi & Lee, 2017). The norm of reciprocity is another ideology that applies to the relationship between leader support and employee outcome. According to Gouldner, the theorist who created the norm of reciprocity in 1960, when one person treats another well, the other individual responds favorably (Rathi & Lee, 2017). As employees find satisfaction for their needs, they will improve their service to the organization. The philosophy is like the path-goal theory.

Ugaddan and Park (2017) examined the relationship between leadership behavior and public service motivation (PSM) in their quantitative study. Factors that influence PSM are the work environment, work well-being, and daily organizational behavior (Ugaddan & Park, 2017). There are positive relationships between employee performance, satisfaction, organizational outcome, and public service motivation (Ugaddan & Park, 2017). The scholars concluded that employees who are motivated by leaders' trustworthiness and support are more likely to increase performance when they receive the fulfillment of their emotional needs at the workplace (Ugaddan & Park, 2017). The findings are similar to the thought that motivational factors are specific to individual preference or needs. Presbitero (2017) used the social exchange theory as the basis of the quantitative study on the relationship between human resource management and employee engagement. Presbitero focused specifically on training and development of employees, as well as reward systems within HRM practices at a hotel chain in the Philippines. He found that employee training and development of rewards systems increase employee engagement (Presbitero, 2017). However, there are some limitations of the study, which are the geographical location, tenure of employees, the greatest being 3 to 5 years, and the type of organization, which is for-profit.

Leadership development involves the expansion of interpersonal competencies, the know-how to relate to others, and building commitments to organizational goals through social networks (Eine, Beaujean, & Schmitt, 2016). Leaders influence social networks through their feedback, coaching, and mentoring (Eine et al., 2016). Researchers suggest that building social networks can be a means of improving employee performance (Eine et al., 2016), which is synonymous with studies on social exchange. According to the social exchange theory, employees are more likely to exude higher performance when benefits are reciprocal (Ahmad, Bibi, & Majid, 2017; Ugaddan & Park, 2017). When a series of beneficial exchanges occur between parties, and feelings of mutual obligation develop, the commitment that results is affective commitment (Jyoti & Rajib, 2016). Affective commitment is a derivative of the social exchange theory. It is the emotional attachment an employee has with their organization in which they reciprocate actions with increased trust and responsibility (Jyoti & Rajib, 2016). Affective commitment positively influences work behavior and mediates the relationship between the employee and the organization (Jyoti & Rajib, 2016). Scholars identified significant positive correlations between affective commitment, work performance, and organizational citizenship behavior, and its ability to lower absenteeism and turnover (Jyoti & Rajib, 2016).

Two factors that influence affective commitment are perceived organizational support and procedural justice. According to researchers, perceived organizational support is the employees' perception of their organization's culture and the support they receive to ensure their well-being (Jyoti & Rajib, 2016). Likewise, procedural justice is the employees' perception of fairness of organizational policies and procedures. Scholars have referred to this ideology as organizational justice. Patrick and Mukherjee (2018) noted the lack of fairness as a barrier to employee engagement in health care organizations.

Yitshaki and Kroop (2016) used grounded theory to explore factors that motivate individuals to become social entrepreneurs (SEs). The researchers identified that SEs motivation could derive from an internal stimulus, referred to as pull factors, or an external stimulus, push factors (Yitshaki & Kroop, 2016). Pull factors refers to an inner direction or someone's life purpose (Yitshaki & Kroop, 2016). Push factors can include job dissatisfaction and limited employment opportunities (Yitshaki & Kroop, 2016). Of the 30 in-depth interviews held, 18 SEs were emotionally motivated to create a new venture due to pull factors related to life events (Yitshaki & Kroop, 2016). SEs were motivated to create a new venture through the realized deficiency in their personal experience (Yitshaki & Kroop, 2016). Researchers found that social entrepreneurs' skill of communication, teamwork, delegation, active listening, and attitude were major factors that positively influenced employee commitment (Mastrangelo, Benitez, & Cruz-Ros, 2017). Social entrepreneurs begin their business venture to meet a social need that they may have experienced or realized (Mastrangelo et al., 2017). Their motivation derives from creativity, knowledge, ethics, planning, and control (Mastrangelo et al., 2017). Although the researchers identified self-motivation as an impact on a leader’s performance in nonprofit organizations, there was no evaluation of the workforce, limiting the application of their research to the study.

Motivation crowding theory involves both extrinsic and intrinsic motivation. Leaders should understand the factors that inspire individuals to provide incentives to motivate them to meet goals. Scholars believe extrinsic and intrinsic motivation influences work performance (Putra et al., 2017). According to the motivation crowding theory, intrinsic motivation is decreased when extrinsic motivation is increased through organizational strategies to improve performance (Putra et al., 2017). In a midwestern town in the U.S., researchers surveyed 143 respondents from 17 restaurants to test the motivation crowding theory (Putra et al., 2017). The researchers found that both extrinsic and intrinsic motivation, when independent, significantly correlates to work engagement (Putra et al., 2017). However, when intrinsic and extrinsic motivation factors coexist, intrinsic motivation relates to work engagement and extrinsic motivation does not (Putra et al., 2017). The findings support Macauley's (2015) discovery of the need to satisfy individuals' intrinsic desires as a means of employee retention. Some scholars caution that intrinsic motivation works best with roles that require cognitive skills (Delaney & Rolay, 2017; Putra et al., 2017); however, the ideology does not apply to the study.

Leaders should understand which factors drive individuals. Seventy-six percent of global workers state they are intrinsically motivated, while only 60% claim to be extrinsically motivated (Delaney & Royal, 2017). Therefore, organizational leaders should evaluate how employees are motivated and provide motivational strategies that suit individuals' needs. Scholars suggest providing employees with appreciation and gratitude to satisfy intrinsic needs, as well as cognition job-related tasks, and a supportive work environment (Delaney & Royal, 2017). To improve extrinsic motivation, managers should provide financial incentives and rewards (Delaney & Royal, 2017). However, intrinsic motivation has a greater positive impact on employee performance than extrinsic motivation (Delaney & Royal, 2017), suggesting that organizational leaders should focus on creating intrinsic value to the daily tasks of employees. Still, 70% of American workers admit to being emotionally detached from their job, which implies a decline in motivation, engagement, and performance (Putra et al., 2017). The findings are startling and require business managers to find methods to engage employees and motivate the workforce to meet company goals.

One theme in research is the difference in motivational needs between for-profit and nonprofit employees. The differences in motivational needs may be due to intrinsic and extrinsic motivational factors, as well as the financial structure (Leonard, 2013; Park et al., 2018). In a quantitative study of the relationship between work motivation, leadership styles, and organizational citizenship behavior, researchers found a positive relationship between intrinsic motivation and organizational citizenship behavior (Lavanya & Kalliath, 2015). Likewise, leadership style was positively related to organizational citizenship behavior (Lavanya & Kalliath, 2015). When work tasks fulfill employees, they consider their job enjoyable, have positive work behaviors, and work toward organizational goals (Lavanya & Kalliath, 2015). Lavanya and Kalliath (2015) suggested managers should assess employees' personality as a factor in the relationship between motivation, leadership style, and organizational citizenship behavior. It is worth also mentioning that some researchers found a negative correlational between the reward system and employee motivation (Gabriela & Dorinella, 2017). Many employees considered the reward system unfair, which subsequently impedes upon employee performance (Gabriela & Dorinella, 2017). According to Patrick and Mukherjee (2018), fairness can negatively impact an employee's productivity in health care establishments.

Leadership Theories

Leadership style is a factor that contributes to managing the direction and strategy of an organization. For example, authentic leadership can positively influence teams and individuals to engage in the organizational culture (Lynelle et al., 2016). A leader's style influences the organizational culture. Organizational culture is the application of values shared amongst members in a corporation (Syafii, Thoyib, Nimran, & Djumahir, 2015). Organizational culture also positively influences work motivation, which impacts employee performance (Rino, 2017), increasing the intensity and persistence an individual applies to complete a goal (Syafii et al., 2015). Managers can influence subordinates to engage in organizational citizenship behavior (Lynelle et al., 2016), which results in organizational performance (Syafii et al., 2015). Likewise, a manager's character and actions can impact employees' willingness to trust leaders and perform tasks (Lynelle et al., 2016). Lynelle et al. (2016) asserted that authentic leaders show authenticity, and foster trust, credibility, and respect among their followers, which produces extra-role behavior. Extra-role behavior is when an employee surpasses their responsibilities by going the extra mile (Lynelle et al., 2016). Extra-role behavior increases employee performance.

Another element that can affect employee behavior is trust. Trust in the workplace is a social exchange and can include actions such as support, mindfulness of employee performance, and competency of tasks (Lynelle et al., 2016). According to the social exchange theory, a manager's competency can produce reciprocal behaviors among employees (Ugaddan & Park, 2017). Syafii et al. (2015) tested the impact of leadership style, organizational culture, and motivation on organizational performance and found that leaders directly influence employee performance. Leadership style affects both organizational culture and motivation. As organizational culture and motivation improve, the workforce's performance enhances (Syafii et al., 2015). When leadership style, organizational culture, and motivation are congruous, organizational performance outcomes are optimal. Like Syafii et al.'s conclusion, Rino (2017) noted leaders and organizational culture impact employee performance, not directly, but through work motivation. Managers should focus on factors other than performance, such as the work environment, culture, and employee motivation, to improve productivity.

Different factors may influence organizational performance. However, the quality of a leader contributes to business success (Kamel & Noermijati, 2015). Transformational leadership drives overall business outcomes and influences employee job satisfaction, work motivation, and performance (Kamel & Noermijati, 2015). Transformational leadership theory is the belief that the leaders motivate and influence followers to performance through relationship (Syafii et al., 2015). A transformational leader displays admiration and respect, while emphasizing a collective mission, and pays attention to their followers needs to provide stimulation to increase their efforts (Musinguzi et al., 2018). A manager's behavior is partly instrumental in enhancing organizational outcomes (Kamel & Noermijati, 2015). Transformational leaders are proactive and focus on optimizing development and not just performance. They can convince their associates to strive for higher levels of achievement, and moral and ethical standards (Kamel & Noermijati, 2015). Likewise, they are sensitive to the motives and needs of their workforce. Transformational leadership can improve employee motivation, performance, and job satisfaction (Kamel & Noermijati, 2015; Musinguzi et al., 2018). Transformational leadership is also highly effective in health care organizations due to leaders' use of vision to inspire followers (Musinguzi et al., 2018). Some scholars epitomize the style above others because of the positive impact on the workforce and business productivity.

As a result of transformational leadership behaviors, the workforce can improve performance. Transformational leaders positively influence employees' actions and organizational commitment (Ahmad et al., 2017). Organizational Commitment is an employee's willingness to stay with the corporation and to increase effort (Ahmad et al., 2017). Scholars discovered the positive impact of organizational commitment on employee performance (Ahmad et al., 2017). When employees receive support from their supervisor, they are more likely to have positive behaviors toward the organization (Ahmad et al., 2017). Employee's perceived supervisory support and psychological empowerment positively impact employee engagement (Jose & Mampilly, 2015). In the health care sector, low motivation and poor teamwork can lead to employee demotivation, disengagement, dissatisfaction, and turnover (Musinguzi et al., 2018). A manager's leadership style can determine the performance of health care workers (Musinguzi et al., 2018). Therefore, health care leaders should carefully consider their behaviors in the workplace.

Other scholars discussed the effect of transformational leadership on the workforce. According to Deschamps, Rinfret, Lagacé, and Privé (2016), transformational leadership positively impacts the employees' perception of organizational justice, which in turn impacts motivation. The transformational leader influences workers' perception of organizational justice, as fairness impacts employees' motivation to perform (Deschamps et al., 2016). Leaders should be emotionally intelligent, intentional to create relationships within the workforce (Jose & Mampilly, 2015), and deliberate to act in fairness to increase output (Patrick & Mukherjee, 2018).

Caillier (2014) conducted a web-based survey of 778 federal, state, and local government employees and found that transformational leaders were more likely to positively impact the workforce when employees were attracted to the organization's mission. Transformational leaders seek to understand the motives and the needs of their employees, which can assimilate to the ideology of altering leadership styles to meet individuals' situational needs.

Another leadership style in the review of literature was ethical leadership. The ethical leadership style originates from the social cognitive theory, which is when an individual's interpretation of social information from their experiences and environment guides their decisions and behaviors (Tu & Lu, 2016). Researchers have found that ethical leadership positively impacts organizational citizenship behavior (Tu & Lu, 2016). According to scholars, an ethical leader applies influence through social exchanges, resulting in reciprocation for favorable treatment, such as respect and fairness from their leaders (Tu & Lu, 2016). Ethical leadership heightens the performance of employees who are intrinsically motivated, resulting in extra-role behavior (Tu & Lu, 2016). Engelbrecht, Heine, and Mahembe (2014) stated that the focus on employer-employee relations is a method to increase work engagement. In their quantitative examination of leaders' values, employees' trust, and work engagement, the researchers found that when leaders behave ethically, employees are more likely to trust their managers, which increases their willingness to perform (Engelbrecht et al., 2014). An increase in an employee's willingness to perform can infer organizational commitment.

Other scholars evaluated leaders impact to employees' performance. To evaluate the impact on leadership behavior on organizational commitment and employee turnover intentions in Egypt, El-Nahas, Abd-El-Salam, and Shawky (2013) conducted a quantitative study using a survey and various analytical tools. The researchers proposed that employees are more committed to the organizational culture and less likely to consider leaving their employment when managers practice ethical leadership and are considerate, supportive, and provide clear instructions for goals (El-Nahas et al., 2013). From their analysis of results, the scholars found that supportive and participative leadership were highly correlated with organizational culture and negatively correlated with employee turnover intention (El-Nahas et al., 2013). They also found directive leadership to be slightly correlated to organizational culture, supporting that employees are likely to engage in the work environment when provided clear instructions (El-Nahas et al., 2013). Likewise, directive leadership was negatively associated with employee turnover intention (El-Nahas et al., 2013), which is significant, as other scholars suggested directive leadership could negatively impact employee behavior (Naureen et al., 2015). Other scholars have found that leadership behaviors that focus on employer-employee relationships empower the workforce (Fiaz, Qin, Ikram, & Saqib, 2017). Autocratic leaders emphasize performance instead of people (Fiaz et al., 2017). A democratic leader concentrates on people and includes interaction with the workforce (Fiaz et al., 2017). Laissez-faire leaders do not focus on people or performance, but rather, allow employees to be empowered to manage tasks (Fiaz et al., 2017).

Using the three leadership styles, Fiaz et al. (2017) sought to determine the relationship between leadership behavior and employee motivation. The analysis of their results led to the findings of a negative relationship between autocratic leadership and employee motivation, and positive relationships between democratic leadership and employee motivation, and laissez-faire leadership and employee motivation (Fiaz et al., 2017). Their findings can support the current study, suggesting individuals are motivated when they experience a leadership style that meets their situational needs. Rahbi et al. (2017) also used the three leadership theories in their study. The scholars included a new concept of leadership, dynamic. Dynamic leaders change their leadership style using either authoritarian, democratic, or laissez-faire as situations present to meet the needs of the team (Rahbi et al., 2017). Dynamics leaders adapt to various situations, find opportunity in obstacles, provide clear communication, and deliver development training (Rabhi et al., 2017). Teams are usually motivated by dynamic leaders, as their behaviors are associated with supportive behaviors (Rahbi et al., 2017). Rahbi et al.'s introduction of dynamic leadership is like the ideology of the path-goal theory and supports the purpose of the study on motivational strategies for nonprofit administrative employees.

In the review of literature, some researcher questioned leaders' knowledge of the path-goal theory. Managers may not be aware of the necessity to change behaviors to meet the situational needs of their staff (Christensen et al., 2017; O'Boyle & Cummings, 2013). Managers should learn their employees' needs and exercise alternating behaviors and actions to ensure their workforce's ability to achieve organizational goals. Likewise, managers should observe and identify how employees are motivated, implementing behaviors that will meet the needs of the workforce to increase productivity (Apak & Gumus, 2015; Gilmeanu, 2015). Wilda et al. (2017) stated employee motivation heightens individuals' efficiencies, performance, and satisfaction. The purpose of this study was to learn how present-day middle managers in nonprofit health care establishments are motivating their administrative employees to perform.

Transition

Section 1 consists of the background of the problem of motivation strategies for nonprofit health care administrative employees, the problem statement, the purpose statement and implication of social change, the nature of the study, the central research question, as well as interview questions, the conceptual framework for the study, operational definitions, assumptions, limitations, delimitations, the significance for the study, and the review of literature on work motivation, motivational theories and leadership theories. Section 2 includes the role of the researcher, a discussion of participants, specific to the population and sampling method, an explanation of the research method and design, a list of steps taken to ensure ethical research and the accuracy, as well as the collection, organization, and analysis of data.

Section 2: The Project

The researcher has the responsibility of guaranteeing the accuracy of data, the credibility of the study, and the safety of the participants. Goldstein (2017) stated that the accuracy and credibility of data rest in the performance of the researcher. In this section, I discuss the member checking process, methodological triangulation, and data analysis. I also explain the procedures of the study and the measures I took to ensure accuracy, credibility, reliability, validity, security, and neutrality of the participants' responses to the central research question.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies middle managers of nonprofit health care organizations used to motivate their administrative workforce to meet business goals.. The participants were 13 middle managers of nonprofit health care organizations in Florida, Illinois, and New York. The middle managers found success with strategies they have developed and implemented to motivate their workforce. The results of the study may assist health care leaders in identifying methodologies that motivate administrative workers in nonprofit health care establishments. A positive motivational state can develop work engagement in employees, which may provide meaningfulness to their work role and enhanced productivity (Johnson & Jiang, 2017). The social change implication is the possibility of improving the administrative workforce's lives beyond the workplace through motivation and engagement methods. Managers can inspire their workforce to excel, which can develop individuals' careers. As employees' perceptions of career development improves, the quality of their work life heightens (Zulkarnain, Yahaya, & Fatimah, 2015). Improving an individual's quality of life can advance one's societal interaction. Johnson and Jiang (2017) found highly positive correlations between meaningful work and favorable life experiences in environments outside of work of motivated employees. Through the study, I discovered how nonprofit middle managers are impacting administrative employees.

Role of The Researcher

During the study, there were specific procedures I had to implement. In qualitative research, validity and credibility depend upon the performance of the researcher or investigator (Goldstein, 2017). Individuals view the world differently from various perspectives. Therefore, the researcher should remain neutral during data collection. Race, gender, family backgrounds, religious affiliations, sexual orientation, and age can impact the researcher's decision to conduct the study, as well as the researcher's interpretation of information retrieved during the examination (Harvey, 2017). The *Belmont Report* details the standards researchers must use when conducting studies involving human participants (Adashi, Walters, & Menikoff, 2018). By adhering to the standards in the *Belmont Report*, researchers can solve ethical problems that present amongst human participants (Adashi et al., 2018). Ethics in research became crucial following studies such as the Tuskegee Syphilis Study. During the study, researchers immorally conducted an examination of syphilis by deliberately denying treatment to Black men for over 40 years (Adashi et al. 2018). Emerging in response to the Tuskegee study and the *Belmont Report*, investigators must share the consideration of ethicality with others who are independent of the research (Adashi et al., 2018). Researchers are held responsible for upholding ethics in studies using human beings.

Researchers are also responsible for mitigating biases that present in their study. Qualitative researchers evaluate their positionality and implement reflexivity to identify correlations. Positionality refers to perspective and background, as lived-experiences, education, and vocation shape the point-view for the phenomenon or business problem (Johnson, 2016). Reflexivity is essential to the researcher's interpretation and discussion of findings, as the researcher is the instrument within the investigation (Palaganas, Sanchez, Molintas, & Caricativo, 2017) and the means through which the study occurs (Rallis, 2015). The researcher's perception shapes the lens of the study. As the primary instrument in the investigation, the researcher is also the greatest threat to trustworthiness and must mitigate bias through reflexivity and triangulation (Chenail, 2011). As the researcher reflects on their own experience, it is necessary for him or her to identify their biases to the study. Some researchers may believe they do not hold biases, which may result in a limitation of their curiosity, leading them to discover only what they believe they do not know (Chenail, 2011). Reflexivity is a process in which the researcher identifies identify how his or her beliefs, assumptions, and emotions enter the research (Palaganas et al., 2017). In the introspective evaluation, the investigator can critique their subjectivity.

Investigators may overlook the underlying causes of a problem because of their assumptions (Rich, 2015). Implementing reflexivity in the process of the study helps researchers to rationalize and recognize nuances to an issue (Rich, 2015). In the reflective process, researchers approach the study thoughtfully and critically (Rich, 2015). In qualitative research, the investigator's subjectivity contributes to the interpretation of the data (Goldstein, 2017). During the reflexive process, the researcher identifies as a participant and conscientiously evaluates and relates himself or herself to their study participants (Goldstein, 2017). Reflexivity subsequently enhances the accuracy and ethicality of the data by bringing awareness to beliefs and positions that are hidden, diminishing bias as the researcher becomes independent of the data (Goldstein, 2017).

As per the interview protocol (see Appendix B), members reviewed the codes that emerged from data analysis and quotes of theirs I had captured to confirm my interpretation of findings and diminish bias. Codes are words or short phrases that symbolize data (Saldana, 2009). Interview protocols are the instructions interviewers follow to conduct a study (D'Ardenne, 2015). The interview protocol is the procedure the interviewer follows to administer the study with each participant (D'Ardenne, 2015). The investigator ensures the reliability of a study through use of the interview protocol (Fusch & Ness, 2015), conducting the interview in the same manner with each participant. The protocol details the extra steps the interviewer will perform to introduce, conduct, and close the interview (D'Ardenne, 2015).

I sought potential candidates in my network, performed interviews, collected data, coded transcripts, and interpreted findings to convey understanding to other scholars and business leaders. I was conscious of my subjectivity throughout the research process, analyzing my impression of lived experiences on my understanding of the data. As researchers reflect upon their subjectivity, they should also articulate their perceptions so that readers may identify the filter through which the scholar conducted the study (Sutton & Austin, 2015). I have worked in the health care industry for over 18 years, in the nonprofit sector for 16 years, and as a middle manager of administrative staff at multispecialty practices and revenue departments for 5 years. I learned motivational strategies from higher education programs and implemented them to motivate staff to meet personal and business goals successfully. Before pursuing higher education, I was unaware of motivation strategies and the implications for individuals' performance and business outcomes. However, upon gaining understanding of the subject of motivation, I expanded my leadership style to meet the needs of the workforce to increase motivation.

During the collection of data, the researcher should review the evidence and analyze why events or perceptions occur (Yin, 2014). The researcher should ask questions that produce rich discussions with the participants (Yin, 2014). Likewise, it is the researcher's responsibility to observe verbal and nonverbal information (Yin, 2014) and to create an atmosphere of trust (Kornbluh, 2015), while seeking to understand participants' views and experiences. It is the role of the researcher to access the thoughts and feelings of the participants to develop an understanding of the business problem (Sutton & Austin, 2015). The researcher should remain flexible and adapt to changes that occur during data collection, adhering to the purpose of the study as challenges or impediments present (Yin, 2014). In addition, the researcher should ethically handle data, being careful to remain unbiased (Yin, 2014). In handling data ethically and remaining unbiased, the researcher can justly approach the study.

There are other techniques the investigator must implement during the study. The researcher is also responsible for safeguarding the participants and their data and conveying their methods of confidentiality, privacy, safety, and preservation (Sutton & Austin, 2015). The researcher obtains permission to conduct the interview, provides a set of relevant questions that reflect the research question, ensures the participant is in a comfortable and safe setting, and explains the member checking process (Yin, 2014). Using the within method of triangulation, I confirmed like findings within several types of data to reduce biases. Likewise, I used member checking, providing participants with their quotes and codes I created to confirm my interpretation of the data. Once the candidate consented to and completed the interview, I used member checking to ensure the interpretation was that of each participant. Member checking involves the researcher providing the participants all or some of their transcripts, along with codes the researcher synthesizes, to confirm that the interpretation of the data is correct, and is also known as *participant validation* (Birt, Scott, Cavers, Campbell, & Walters, 2016; Lara, Rola, Lynn, Bridget, & Charlotte, 2017). Participants received codes along with the interview quotes from which I derived the study findings. Member checking ensures the validity of the data and the reliability of the interpretation (Birt et al., 2016; Lara et al., 2017; Madill & Sullivan, 2018; Yates & Leggett, 2016).

Participants

The study population was middle managers of nonprofit health care organizations in the United States who oversaw an administrative workforce of four or more members and implemented motivational strategies that led to the achievement of business goals.

The middle managers were supervisors, managers, assistant directors, and directors, overseeing managers and administrative personnel. Likewise, some of the middle managers also managed clinical staff members in addition to their administrative staff. Senior leaders such as assistant vice presidents, vice presidents, and presidents were not eligible to participate in the study. Medical doctors were also ineligible to participate. Some middle managers were in a clinical leadership position, such as patient care directors. However, they also oversaw an administrative and nonclinical staff.

I used social media and Walden's participant pool to recruit participants. I also contacted former colleagues and other middle managers in my network to access to participants. Upon the candidates' participation, solicited them for additional candidates. This method is snowball sampling, which involves identifying one or more members of a population and requesting them to refer other members within the same population (Chromy, 2008). Through the provision of other members, the initial participant expands the possibility of research for the investigator (Atkinson & Flint, 2004). The process continues until an adequate sample is achieved (Chromy, 2008). The snowball sampling method provides researchers with a solution to uncover readily accessible participants (Atkinson & Flint, 2004; Dusek, Yurova, & Ruppel, 2015). Likewise, the snowball sampling method can remedy researchers' difficulty in finding consensual candidates in their limited network (Dusek et al., 2015). The snowball sampling method is purposive sampling. Through the purposive method, the interviewees can identify study participants that share a similar attribute or characteristic. The sample size of qualitative research is usually small (Park & Park, 2016). There a total of 13 participants.

Boddy (2016) stated that a total of 12 participants may result in data saturation within the homogeneous sample of a population. Likewise, scholars have reported higher levels of data saturation in studies involving 12 in-depth interviews in comparison to an investigation involving fewer study cases (Boddy, 2016).

The relationship between the researcher and the participant is a functional cooperation, where the investigator intends to retrieve participants' story on the business problem (Harvey, 2017). The researcher and participant influence each other, impacting what the participant shares and how the researcher records and interprets it (Harvey, 2017). Therefore, it is necessary for the researcher to maintain a balance in the relationship with their participants, eliminating distance or closeness in their association (Harvey, 2017). However, the relationship between the researcher and the participants is less formal in qualitative research than quantitative (Pathak, Jena, & Kalra, 2013). I provided each participant with a consent form to partake in the study. Participants identities are confidential. The names of participants or employers are not within the data. Each participant and employer had a pseudonym such as, Participant A and so forth. I gave the participants' employers aliases, such as Employer 1, Employer 2, and so forth. The participants understood how I used the information. I will store data for 5 years to ensure privacy. Participants are aware of concealment measures. After I completed the analysis of data, participants received the findings of the study via e-mail.

Research Method and Design

Research Method

The research method of the study was qualitative. In qualitative research, the investigator seeks to understand the beliefs, interactions, and behaviors of the sample population (McCusker & Gunaydin, 2015; Pathak et al., 2013). The researcher uses multiple methods of data collection in qualitative research, interviews and the analysis of written records (Pathak et al., 2013). Qualitative research is a nonnumerical, textual analysis by which researchers interpret data to discern patterns and themes, formulating new knowledge (Bansal, Smith, & Vaara, 2018).

Quantitative data is numerical. Researchers manipulate and transfer quantitative data to show the relationship between variables and develop understanding through logical reasoning (Bansal et al., 2018). The quantitative method is optimal for justification (Park & Park, 2016). A mixed methodology can result in optimal findings in research as well (McCusker & Gunaydin, 2015). Investigators gain an in-depth understanding of the qualitative research and then use quantitative analyses to examine patterns and relationships within the data (McCusker & Gunaydin, 2015). However, the mixed methodology is time-consuming and inappropriate for research that does not require an in-depth analysis (McCusker & Gunaydin, 2015).

For the premise of the study, the data did not require synthesis to examine relationships, as there were no variables. The goal of qualitative research is to explore the descriptive accounts, similarities, and differences of a societal event (Park & Park, 2016). During the study, I categorized themes and trends to discover various behaviors of middle managers in nonprofit health care organizations that positively impacted their administrative workforce and business performance. The qualitative method is best for discovery (Park & Park, 2016). Likewise, when the object of a study is to understand how a population perceives a problem, the researcher should select a qualitative methodology (McCusker & Gunaydin, 2015). From the examination of qualitative data, the researcher can draw from observations to develop a new understanding (Bansal et al., 2018). Qualitative data satisfies the *what*, *how*, and *why* of a problem or phenomena (McCusker & Gunaydin, 2015). The research question was, What strategies do middle managers in nonprofit health care organizations use to motivate their administrative workforce to meet business goals? Therefore, the qualitative methodology was suitable for the study.

Research Design

The research design of the qualitative study was a multiple case study. The premise of the case study is to investigate a problem related to an event, people, things, or real-life setting (Stuckey, 2016). It is a versatile method for studying social and behavioral issues through inquiry and exhaustive examination (Putney, 2010). Within a case study, the researcher can examine various interactions and behaviors in depth while collecting a wide range of data (Stuckey, 2016). The case study design is most appropriate when the researcher wishes to explore the how, what, and why of a problem (McCusker & Gunaydin, 2015; Stuckey, 2016). A multiple case study will result in participants from several entities (Stuckey, 2016). The 13 middle managers represented eight nonprofit health care organizations. The multiple case study is a comparative study, as the researcher will examine several similar cases to analyze data and identify elements that are common amongst them (Putney, 2010).

The ethnography design is a qualitative method that includes participant and nonparticipant observation and interviews (Ciambrone, 2004). It is a written account of a fieldwork exploration of a social setting (Caines, 2010). In this design, the researcher collects a vast amount of data, sometimes hundreds of pages, in the form of field notes, memos, and interview transcripts (Ciambrone, 2004). Researchers use the ethnography design for anthropologic and sociologic studies (Caines, 2010). In anthropology, the researcher using an ethnography design will explore the culture of a group of people, historically in an exotic setting, to formulate a descriptive interpretation on their way of life (Caines, 2010). In a sociologic study, the researcher uses the ethnography design to investigate a social action or setting (Caines, 2010). The ethnography design was inappropriate for the study. The design was too extreme and did not meet the purpose of the study. For the study, I conducted a comparative and in-depth examination of the motivational behaviors of middle managers toward administrative personnel within eight nonprofit health care organizations. In comparison to the ethnography design, a multiple case study is more appropriate.

Population and Sampling

The nonprofit health care industry includes various federally funded organizations that are responsible for providing education, and numerous health and wellness services to the community. There are multiple types of service providers, other than skilled clinical professionals, such as administrative managers and staff, that contribute to the provision of quality healthcare services. The nonprofit health care industry encompasses outpatient, inpatient, ambulatory, nursing, and rehabilitation facilities, medical clinics, as well as associations that promote awareness and preventative services for various health concerns.

The population of the study was middle managers, who were supervisors, managers, senior managers, assistant directors, and directors. The middle managers' management experience ranged from four to 23 years, and they oversaw an administrative, nonclinical staff of four or more members. Likewise, the middle managers attested to having experience with motivational strategies that resulted in heighten employee performance.

The study included a purposive method of sampling for participant selection, snowball sampling. Purposive sampling is a form of nonrandom sampling when the researcher intentionally selects participants (Bullard, 2016). The researcher who uses the purposive sampling method will select participants within the study population, who are experts or highly knowledgeable on the study subject (Palinkas, 2015). The snowball sampling method can also help narrow down study participants to select candidates with similarities, as appropriate to the study (Palinkas, 2015). The snowball sampling method involves participants selecting candidates they know who have similar characteristics or qualities (Palinkas, 2015). Researchers commonly use the snowball sampling method to identify hard to reach or hidden population (Dusek et al., 2015; Kirchherr & Charles, 2018). The researcher should define the procedural steps of the snowball method. First, the researcher identifies one interviewee and requests the name of another interviewee

(Kirchherr & Charles, 2018). Then, that interviewee provides the name of another candidate, and so forth (Kirchherr & Charles, 2018).

Unlike the purposive process, probability sampling is a random sampling method that researcher may use to avoid overrepresentation of a segment population (Bullard, 2016). However, random sampling did not meet the requirements of the study, as it would not result in finding individuals with the unique qualities of the study population. The participants had the choice of conducting the interview over a conference call or in person. All participants requested a telephone interview. I used WebEx to perform and record the telephonic interviews, saving the recordings on WebEx's cloud. I advised participants to select a private environment where they could speak freely and comfortably during the interview.

Ethical Research

The Institutional Review Board (IRB) ensures that all Walden University research complies with the university's ethical standards and U.S. federal regulations. Therefore, the researcher should implement various procedures to establish ethicality and confidentiality. The Walden IRB approval number of this study is 04-02-19-0676793. Researchers should address ethical issues related to privacy, confidentiality, data protection, and autonomy (Kogetsu, Ogishima, & Kazuto, 2018). To ensure privacy, each participant name is a pseudonym. Further, participants' names and contact information are not within any records or data storage. The race, gender, and ages of the participants are also not within the contents of the findings. Researchers should only share relevant data, and when there is need to include participant specific details, the researcher should provide evidence and implement effective protection (Wilson, Kieburtz, Holloway, & Kim, 2014). The organizations the participants represent was also an alias.

I contacted each candidate either by phone, e-mail, or face-to-face communication to solicit participation. At that time, I retrieved an e-mail address to formally provide the invitation and informed consent form to the study, which included a brief overview of the study, the length of the interview, sample questions, confidentiality measures, and the offer to receive findings upon the study completion. Participants did not receive compensation. Some researchers believe providing payment to participants can result in false accounts to meet eligibility or to satisfy the research question, which impinges upon the validity of the data (Head, 2009). In the invitation, I noted that participation is voluntary and of free will. Therefore, they could withdraw at any time. To participate, participants replied, “I consent.” To withdraw, participants could respond to the e-mail with the subject title, “Withdraw.” Although I indicated in the informed consent that participants would not need to explain the terms of withdrawal, no participant formally withdrew. During the recruitment process, when candidates did not respond to the invitation e-mail, I sent a reminder e-mail a week after transmission. Participants who consented, but did not participate in the interview, ceased responding to e-mails and did not schedule an interview, rather than indicating their withdrawal. Several participants, who consented and scheduled an interview, voluntarily referred other eligible middle managers to participate.

There were no present working affiliations with the participants. However, I am a management consultant that works with various health care organizations, which resulted in prior working relationships with most of the participants. Brewis (2014) believed having a relationship with participants may make them more comfortable to share more accurate accounts. Likewise, it is essential to establish a suitable environment for participants (Brewis, 2014). There were no third parties that viewed or handled the data. I transcribed and stored the interviews using Microsoft OneDrive, a cloud software where all data will remain for 5 years to ensure the privacy and protection of the participants' rights. Upon completion of the study, each participant received an e-mail with a brief synthesis of the findings, which included the definitions of coding and data themes.

Data Collection Instruments

The primary data collection instrument in qualitative studies is the researcher (Mertens, 2018; Palaganas et al., 2017; Putney, 2010). It is the qualitative researcher who creates the interview questions that are specific to the study (Chenail, 2011), and collects the data through hearing, seeing, and interpretation (Palaganas et al., 2017; Putney, 2010). Likewise, it is the researcher who facilitates communication with participants, identifies cues, creates codes, and recognizes themes in data (Chenail, 2011). Through this process, the researcher becomes the primary instrument of data collection (Chenail, 2011). The data collection instruments were interviews and reflective journaling. The interviews were semistructured. In a semistructured interview, the researcher has more control over the subject and the direction of the discussion, asking questions relevant to the research question (Given, 2008). The interview questions are in Appendix A.

During the semistructured interview, the researcher follows an interview protocol with questions that are open-ended and cannot result in fixed responses (Cisamolo, Duquesne, Escourrou, Didier, & Oustric, 2017; Given, 2008). The development of pertinent data rests on the researcher's ability to interpret the participants' verbal and nonverbal information (Given, 2008; Yin, 2014). I followed the interview protocol to schedule the date and time of the telephonic interviews. The interview protocol is in Appendix B. To begin each discussion, I shared the background of the business problem. I provided the participant with their pseudonym for themselves and their employers. I instructed the participants to use only the aliases, if necessary. I advised each participant to ask clarifying questions, if the interview questions were unclear. Before recording, I inquired if the participants had any questions. If there were no questions, I started the recording. I recorded the interview in its entirety through WebEx software. The recordings automatically saved on the WebEx cloud that is encrypted and password protected, and will remain there for five years. Likewise, I typed all notes and journal entries onto Microsoft OneDrive.

To enhance reliability and validity, I conducted member checking and communicated with participants via e-mail to ensure accuracy. According to the member checking process, the researcher provides the participants with data results to review (Birt et al., 2016; Lara et al., 2017; Mertens, 2018). Researchers can ensure they have accurately collected data that reflects the participants' experience through member checking (Birt et al., 2016; Lara et al., 2017; Madill & Sullivan, 2018; Mertens, 2018; Yates & Leggett, 2016; Yin, 2014). I provided participants with an Excel spreadsheet with the codes and their correlating quotes via e-mail. I provided a column for the participants to indicate incorrections, additions, or omissions. After the participants reviewed their codes, I contacted via e-mail to request feedback. Of the 13 participants, two participants provided additional information for two or more interview questions. I analyzed and coded the additional data and returned the updated Excel spreadsheet for their review and approval. Member checking involves a series of activities, such as returning a portion or the entire interview transcripts to participants for review (Birt et al., 2016; Madill & Sullivan, 2018). Through the member checking process, participants can add or remove data to disconfirm interpretation or present new information (Birt et al., 2016; Koelsch, 2013; Madill & Sullivan, 2018).

Data Collection Technique

I conducted semistructured interviews with 13 middle managers of an administrative workforce of four or more members in nonprofit health care organizations who implemented motivational strategies to heighten employee performance. To recruit participants, I contacted former colleagues by telephone, e-mail, or in person and provided the social media advertisement via e-mail. Likewise, I posted the ad on LinkedIn, Facebook, and Walden’s participant pool page. Once individuals expressed interest, I e-mailed a brief description of the study, terms of data collection, such as voluntary entry, informed consent, snowball sampling methods, protection measures, and sample interview questions. After the participants responded, “I consent,” to the e-mail. I requested they provide the type of interview they would prefer and their available times. All participants requested telephonic interviews. Most of the interviews were during the late evening, after work hours.

Following the confirmation, I scheduled the interview and sent conferencing information through a Microsoft Outlook calendar invite. During each telephonic interview, I took notes of participants' verbal cues and nonverbal cues, such as silence or hesitation, and requested interviewees to expound, as necessary. As I recorded the interviews via WebEx, each recording saved automatically to the cloud. Immediately following the initial interview, I asked each participant if they knew a possible candidate that met the criteria. If the participant provided a referral, I contacted the candidate via e-mail sharing an introduction, a summary of the study, the eligibility criteria, as well as the informed consent. Following the interviews, I transcribed the recordings in Microsoft Word. Thereafter, I provided the emerging codes and correlating interview quotes to the participants for review. I sent the Excel file via e-mail. In the e-mail, I defined each column in the spreadsheet and provided instructions. If the participants approved of the synthesis, they were to respond via e-mail, "I agree". I requested each participant to provide further data, feedback, updates, or amendments, if any, in the allocated column. When the participants provided additional data, I coded the information and returned the Excel document to the participant for approval until the procedure was complete, and data saturation occurred. The process is member checking, which improves the validity of data, ensuring the interpretation of the participants' accounts (Birt et al., 2016; Madill & Sullivan, 2018).

Data saturation occurs when there is no new information or codes (Flick, 2018; Fusch & Ness, 2015). I reviewed each transcript and assigned codes words and terms for trends and similarities within the middle managers' accounts to discuss findings and formulate knowledge. Coding is an analytic process to examine each paragraph of data (Corbin, 2004). Researchers use in vivo concepts to code interviews with expressions the participants' states (Corbin, 2004). In vivo codes are usually memorable and revealing (Corbin, 2004). The aim of using in vivo codes is to ensure concepts remain as close as possible to the interviewees' words (King, 2008). While coding interviews, I selected similar words or terms that participants use with relative frequency. In vivo coding involves the assignment of words or a short term to a data section (King, 2008). From the participants' transcripts, I selected either short phrases or words to create the codes.

Data Organization Technique

I used Microsoft Word to transcribe the data and saved the transcripts to Microsoft OneDrive, where it will securely remain for 5 years. Typewritten notes and journal entries on will also remain in Microsoft OneDrive. Upon the fifth year of storage, I will destroy all electronic data by permanent. I analyzed the 13 interview transcripts using Dedoose. Dedoose is a qualitative data analysis software that provides researchers a virtual workspace to conduct thorough evaluation (Zhao, Li, Ross, & Dennis, 2016). I uploaded the transcripts individually to Dedoose and highlighted specific quotes to create codes. I used the participants' words to create appropriate in vivo codes. Once I finished coding the transcripts, I exported the data from Dedoose to Excel. I organized the data using Microsoft Excel. In the member checking document, I listed the column headers

"Codes" and "Quotes." In the rows, I provided the assigned codes and participants quotes. I added a column header entitled, "Participant Comments." The rows were blank, allowing the participants' to enter feedback and additional information.

Using within method triangulation, I collected information through the interview questions and reflective journaling, comparing the outcome of each interview. Within method triangulation involves crosschecking data, which results in internal consistency and credibility in research findings (Hussein, 2015), through the similarity in the outcomes of the data (Cronin, 2014). According to Birt et al. (2016), multiple data collection methods and member checking are appropriate procedures to triangulate knowledge of a phenomena. With the journal notes, transcripts, results of member checking, and the within method triangulation technique, I identified similarities amongst the middle managers' behaviors and strategies for motivating their administrative workforce.

Data Analysis

There are several sources of data to examine. Using the member checking method helps the analysis of the interview transcripts (Kornbluh, 2015). Through the continual solicitation of the participants' perspective, the investigator can identify personal biases, explore alternative explanations, and gain a greater understanding of the problem (Kornbluh, 2015; Lara et al., 2017). Likewise, member checking enhances the ethical behavior of the investigator, ensuring accurate participant accounts, and resulting in data saturation (Flick, 2018; Fusch & Ness, 2015; Kornbluh, 2015; Lara et al., 2017). The researcher should keep the participants engaged in the member checking process

(Kornbluh, 2015). Therefore, the participants received the findings in a clear and identifiable manner. The results should reflect the participants' language to lessen confusion (Kornbluh, 2015).

Using triangulation helps researchers further analyze the data. In data source triangulation, a researcher uses multiple sources of data within a single data collection method (Moon, 2019). However, within method triangulation involves several types of methods of data within a single research design (Flick, 2007; Hussein, 2015). While evaluating the data, I questioned themes that occur in the data and correlate them to the themes within the literature review of prior studies to understand similarities and differences through a reflective journal. In the reflective journal, I noted the themes that tied to the motivational theories I discussed in the review of the literature. Engaging in reflectivity enables researchers to evaluate their position and beliefs concerning their participants (Goldstein, 2017; Kornbluh, 2015), which can lead to the development of new knowledge (Rich, 2015). Using a reflective journal allows researchers to identify relationships between theory and practice (Rich, 2015). The reflective journal is an instrument of observation (Rich, 2015).

Reliability and Validity

In qualitative studies, researchers address the soundness and trustworthiness of their data by addressing the reliability and validity of the information they have collected (Noble & Smith, 2015). A researcher can achieve reliability and validity through four dimensions: dependability, conformability, credibility, and transferability.

Reliability

Reliability refers to the extent to which a procedure yields the same results upon numerous trials, while minimizing error and bias (Ihantola & Kihn, 2011). As I conducted the study, I followed the interview protocol to ensure that each participant answers the same series of questions. Following the interview protocol and using the same questions and methods among the participants helps to ensure the reliability of the study (Fusch & Ness, 2015). Following the same interview methods will result in the trustworthiness of similar findings. Transparency of the reason for decisions and adherence to protocols within the study increases the credibility of the researcher's findings to the readers, which can result in informing policy (Rallis, 2015). The researcher's ability to provide a clear and transparent research process aids in maintaining consistency (Kornbluh, 2015; Noble & Smith, 2015). Dependability refers to the careful documentation of the research process (Ihantola & Kihn, 2011). I used method triangulation, reflective journaling, and member checking to reach data saturation and document trends within the data.

Validity

Validity refers to the accuracy of the representation and description of the phenomena (Ihantola & Kihn, 2011), which the researcher can also achieve through member checking (Kornbluh, 2015; Lara et al., 2017; Yates & Leggett, 2016). I conducted the member checking process, asking participants if the codes represented the true expression of their accounts. Likewise, I used codes that reflected the language of the participants through in vivo coding, which may have increased the conformability of the study. Conformability is the idea that readers can easily understand the link between the data and the interpretation of findings (Ihantola & Kihn, 2011).

Credibility refers to the researcher's ability to provide substantial data and logical reasoning for readers to determine the acceptance of the findings (Ihantola & Kihn, 2011). After employing member checking and method triangulation and reaching data saturation, I provided other studies with similar findings to enhance the credibility of the completed study. Transferability refers to the potential of applying similar findings to other research contexts (Ihantola & Kihn, 2011). Providing descriptions of the participants, as well as actions and events that relate to the study, helps readers determine the transferability of the research (Hoover & Morrow, 2015). I addressed transferability by including descriptions of the participants' work settings, actions they have implemented, and the results they identified due to employee motivation.

Transition and Summary

The objective of the study was to explore the motivational strategies nonprofit health care middle managers use to enhance the performance of administrative employees. Section 1 consists of the background of the problem, the problem statement, the purpose statement, the nature of the study, the significance for the study, a review of the literature, as well as various other components regarding the study. Section 2 includes a description of the qualitative multiple case study design, data collection methods, member checking process, data saturation, and indications of reliability and validity. Section 3 consists of the analysis of data, findings, the implications for professional practice, reflections, and the study summary.

Section 3: Application to Professional Practice and Implications for Change

Following IRB approval from Walden University, I posted the details of the study on Walden's participant pool site to start recruitment. I also posted a social media advertisement (see Appendix C) on Facebook and LinkedIn. I e-mailed the invitation and informed consent to 21 candidates. After receiving e-mail responses from consenting candidates, I scheduled the interviews according to the participants' availability and sent calendar invites through Microsoft Outlook. The 13 participants were from Manhattan, Brooklyn, Bronx, and Long Island, New York; Florida; and Illinois. The participants were information technology directors, revenue managers, billing office directors, billing supervisors, practice managers, practice administrators, and patient care directors from eight nonprofit health care organizations. In the semistructured telephonic interviews, I asked the participants a total of seven questions to address the central research question, What strategies do middle managers in nonprofit health care organizations use to motivate their administrative workforce to meet business goals? Each participant responded thoroughly. I used member checking and method triangulation to ensure the validity and reliability of the study.

In this section, I present the findings of the study and discuss their relationship to the conceptual framework and application to professional practice. I also discuss the implications for social change and provide recommendations for action and further research. The section also includes my reflections and a conclusion to the study.

Presentation of the Findings

The central research question was, What strategies do middle managers in nonprofit health care organizations use to motivate their administrative workforce to meet business goals? Each participant answered a total of seven interview questions (see Appendix A). I retrieved sufficient data to reach saturation. The telephonic interviews were 25 to 40 minutes long. During each interview, I noted in my journal when the participants were hesitant to answer, which helped ensure that I rephrase the questions for their clarity and comfort. The participants also partook in the member checking process. I provided each participant with the codes and associated quotes to review. If the participants requested to add further data, I conducted a brief telephone call. The participants sent new data in an Excel spreadsheet via e-mail.

Of the 21 candidates I contacted, 13 consented to participate. I selected pseudonyms for each of the 13 participants, Participant A through Participant M. I also created aliases for each participant's employer, Employer 1 through Employer 8. Each of the participants oversaw an administrative team of four to 20 or more members. The participants had 4 to 25 years of management experience. Most of the participants were from revenue or billing departments. Three participants were managers of a clinical team who also oversaw administrative support staff. There were five middle managers in practice management and one in information technology services.

I typed each interview transcript in Microsoft Word. Using Dedoose, I uploaded the interview transcriptions and coded the participants' quotes. In Dedoose, I was able to highlight text and enter an in vivo code for each passage. Likewise, I was able to retrieve and export the codes and quotes for analysis quickly. The use of qualitative analysis software allows the researcher to assign a tag to a portion of text with no implication of interpretation (Gibbs, 2014). However, the act of coding is a theorizing process that enables researchers to gather quickly, associate, examine, and compare data from different cases (Gibbs, 2014). I selected words from the participants' interviews to create the in vivo codes. I exported the codes and quotes into Excel. I conducted the member checking process by providing each member with an Excel document with the codes and their supporting citations. If the participant requested revisions, I scheduled a follow-up call. The participants provided the amendments in writing, and I used Dedoose to code the additional data. I analyzed data until no new information presented and data saturation occurred. I analyzed the in vivo codes to identify themes and subthemes, using a table in Excel and a reflective journal.

After I exported the codes and key phrases to Excel, I merged all the data into one worksheet. I compared similarities and differences among the 13 cases. There was a total of 45 codes, which I reduced to 41 codes. From those codes, I identified three emerging themes. The major theme was the utilization of various leadership behaviors. The minor themes were awareness of motivational factors and employee performance. The themes that emerged from the participants' responses correspond with the path-goal theory, developed by House (1971), which proposes that leaders alter behaviors as various situations present to motivate followers. Although the path-goal theory includes four leadership styles, the study participants used a myriad of practices to influence the work performance of their administrative workforce positively. The participants mostly used operational strategies, including communication, coaching, and recurring meetings. Likewise, the participants used social strategies, including community service activities, verbal employee recognition, entertaining activities, and social exchange with employees. The participants also shared their use of transactional strategies as a method of overcoming some situational barriers, including disciplinary actions and accountability measures, such as counseling.

Theme 1: Utilization of Various Leadership Behaviors

The major emerging theme was the utilization of various leadership behaviors. The study participants employed multiple behavioral strategies, displaying a higher volume of operational behaviors. Of them, all participants used directive leadership, a style within the conceptual framework, as a strategy to motivate employees to perform. The study participants shared communicating clear expectations with staff and being transparent with business needs, which is a trait of directive leadership (Bell, Dodd, & Mjoli, 2018). Participant M of Employer 8 shared, “I do have clear expectations. I let them know what I am expecting.” Other study participants also discussed their practice of effective communication. Participant J of Employer 5 stated, “I find what is very effective is transparency, when all the team members know what’s going on that’s directly related to them, making sure they are aware of everything that’s being implemented.” Participant L of Employer 7 also noted clear communication as one of the most essential strategies to improve employee motivation. The participants’ accounts are consistent with Souba and Souba, who (2018) affirmed that leaders should communicate clear directions.

Scholars have proposed that the workforce may be motivated to complete goals because of their manager’s clear directions and understanding of expectations (Mikkelson, York, & Arritola, 2015). Leadership training should emphasize the value of communication and the need for adopting various leadership styles to meet the workforce's needs (Mikkelson et al., 2015). Using the directive leadership style, managers produce high levels of team performance through clear rules of conduct in the workplace, which stimulates employees to develop effective work processes (Bell et al., 2018). According to Bell et al. (2018), directive leaders motivate their teams to support their leader’s strategy, enabling the achievement of goals. Following the directive behavior, the study participants used coaching to motivate staff.

The study participants shared their experiences of coaching staff through situational barriers to improve employee behavior. Participant I of Employer 4 stated, “I had to go back every day and say [to the employee], ‘So I see you weren’t able to make the call, help me understand.’” The practice of seeking understanding led to coachable moments for the employees. Participant K of Employer 6 also sought feedback from employees while coaching individuals. Participant A of Employer 1 described that mentoring and coaching employees helped individuals grow. Coaching provides employees the opportunity to learn. Participant E of Employer 3 said, “Educate them so that they are a better person.” Managers can implement various coaching techniques. Participant K explained, “We did some rehearsals and skits to rehearse conflict management, and now [the employee] seems more at ease.” Participant B of Employer 2 said, “Work with them to show them why this change is going to be a positive one.” The study participants used coaching to educate and transition their workforce to a productive team. DiGirolamo and Tkach (2019) concluded their study on the topic of managerial coaching in the public sector and likened coaching to participative leadership. The leadership style is one of four within the conceptual framework. Participative leaders use employees' ideas to make decisions jointly. Coaching is an effective leadership initiative that facilitates development and improves workforce performance (Huang & Hsieh, 2015; Neupane, 2015). Neupane (2015) concluded that managerial coaching of employees improves individuals' performance, as well as overall organizational performance. Managerial coaching is related to higher employee engagement, better work relationships, and reduced intention to quit (DiGirolamo & Tkach, 2019). In addition to coaching, the study participants shared meeting recurrently to educate staff and understand employees' needs. Participant A held weekly meetings with the administrative team. Participant B shared meeting with staff daily. Participant D of Employer 3 said, "I have biweekly standing meeting, and it's their agenda. It's their time to bring things to my attention." Through the recurring meetings, the participants had the opportunity to listen to employees' challenges and suggestions.

The study participants solicited employees' feedback on business initiatives as a motivational strategy, which also indicates participative leadership. Participant I of Employer 4, a clinical middle manager, stated, "I encourage all my staff, and that includes my administrative staff, to come to me with feedback, letting me know what they think needs to be improved, letting me know what went wrong, and how can we work better." Participant G of Employer 6 frequently asked the staff for their opinion when making decisions. Participant F of Employer 5 regularly advised staff to offer feedback to help improve operations, resulting in an employee providing a suggestion that remedied a structural obstruction. The participative leadership style enhances employee job satisfaction and is necessary for the survival of an organization (Ghaffari, Shah, Burgoyne, Nazri, & Aziz, 2017). Employees feel more valued when leaders provide opportunities for participation in creating business solutions (Ghaffari et al., 2017). Having a voice in business decisions includes the workforce in the management process of goal completion (Ghaffari et al., 2017). Including staff in the management process communicates employees' ability to impact business outcomes, which may have led the study participants to their next operational behavior, career development.

Several study participants shared promoting staff members and coordinating development opportunities, even outside of their department. Participant J of Employer 5 promoted high performing staff members to senior roles. Other participants also used career advancement tactics. Participant A of Employer 1 shared the import of supporting the career development of employees that transfer to other departments, as it creates an intraorganizational resource and an opportunity to share knowledge. Some study participants also described getting buy-in from employees on business initiatives and being consistent in their management approaches. Participant I of Employer 6 shared, "I find that having staff included from the get-go and having that buy-in, when you include them in the decision, has made a big difference in motivating them to change." Several other study participants also shared their strategy of including the staff in business meetings to share knowledge, and promote engagement and buy-in. Participant L of

Employer 7 expressed, "I am consistent with how I treat each of them. Although they all have different personalities, sometimes you have to tweak things. I think that allows them to respond in a productive way." Of note, Participant L's mention of modifying treatment aligns with the path-goal theory. Kianto, Vanhala, and Heilma (2016) found that knowledge management processes in the workplace increased employee satisfaction. Managers' inclusion of the staff communicates respect, which is an essential factor for employees (Ghaffari et al., 2017). Likewise, leaders should be consistent in their methodology to inspire their followers to put their best foot forward (Souba & Souba, 2018). At times, motivating the staff took modifying how employees worked.

The study participants sometimes provided work-life balance accommodations, such as a flexible work schedule or working from home to improve performance. However, the participants enacted this strategy only if it was an organizational provision. Employer 1 offers remote hours to employees, which Participant A provided to staff. Participant F of Employer 5 shared, "In the summer, we rotate who leaves early Friday afternoons." Financial incentives are essential in enhancing work performance in health care organizations; however, work-life balance and positive work environments are more valuable (Misfeldt et al., 2014). Another tactic some participants shared was working alongside their staff.

The study participants also contributed to meeting departmental goals. Participant G of Employer 6 shared, "My staff sees me doing some the tasks that I ask them to do. I don't ask anything of them that I couldn't do myself." A few participants also discussed empowering their staff to take responsibility of their performance through project management. Participant E of Employer 3 shared, "I allow them to manage their day." Participant A believed in in giving employees the autonomy to build a roadmap specific to their development. However, of the operational actions, the study participant used project management least. Shaughnessy et al. (2017) proposed a managers' performance of employees' tasks can heighten the workforce's productivity. Likewise, providing staff the autonomy to work on business goals, while giving frequent feedback, increases employees' performance (Gonzalez, Courtright, DeGeest, Seong, & Hong, 2016). However, providing staff autonomy alone will result in a decrease in productivity (Gonzalez et al., 2016). Next, I will discuss the social strategies the participants used to motivate their administrative staff.

The social action the participants used most was providing staff public recognition for a job well done. As Participant J of Employer 5 shared, "Positive feedback is what I give them. Awareness of their contribution helps the motivation." Participant E of Employer 3 shared, "I acknowledge them. If they identify something I can share with the team, I recognize [the responsible employee] as the finder of the information." In addition, to verbal expressions, a manager can consider providing tokens of appreciation. Participant M of Employer 8 stated, "I try to send thank you notes and appreciation cards, acknowledging things like their birthday and anniversary with the company." Some of the participants mentioned recognition programs that their employers implemented. Others discussed giving recognition during team meetings. Participant G of Employer 6 used daily huddles to share when a staff member was the employee of the month, graduated from school or did an outstanding job during their shift. Participant K of Employer 6 said, “The more I recognize team members, I noticed, they become definitely more engaged and opened to plans that I have.” Providing recognition is a trait of an achievement-oriented leader (Northouse, 2018), another style within the conceptual framework. Some employers use formal recognition programs to boost morale and increase employee motivation (Li, Zheng, Harris, Liu, & Kirkman, 2016). In the U.S., 80% of nonprofit and public organizations use a recognition protocol for low-level employees (Bareket, Hochman, & Ariely, 2017). Although the recognition is usually not financially rewarding, the short-term bonus is employees’ preferred method of incentives (Bareket et al., 2017). Through the provision of recognition, the achievement-oriented leader establishes a level of excellence, while seeking to improve processes, and expressing confidence in employees’ ability to perform goals (Northouse, 2018). Identifying employees’ achievements also provides a pleasant work environment (Northouse, 2018). The study participants also improved the work environment by remaining approachable.

Several study participants asserted their approachability toward employees. Participant D of Employer 3 described, “I am approachable. I have an open-door policy.” Several other participants spoke of their welcoming manner. Participant I of Employer 4 said, “I really do care about all of my staff, and my door is always open to them.” Participant A of Employer 1 also stated, “I have an open-door policy. They can always come to talk to me.” Some scholars have regarded such behavior as consideration leadership, which refers to the degree a leader shows concern, warmth, and approachability to a subordinate (Wipulanusat, Panuwatwanich, & Stewart. 2017).

Consideration leadership behavior resembles supportive behavior, displaying concern for employees, and remaining approachable (Wipulanusat et al., 2017.) The supportive leadership style is also within the conceptual framework. The study participants' shared their intent of remaining approachable to create a satisfying environment for their teams. Likewise, the participants used engaging activities to impact the workplace.

The study participants strove to influence the work environment by participating in entertaining activities. Participant F of Employer 5 stated, "We created a committee that organizes different events onsite and outside on work. We celebrate birthdays at the end of the month. We do baby and bridal showers. We do breakfast in the Fall. We do things around the holiday, like an ugly sweater day, and a Halloween costume contest." Workplace fun provides individuals with a refreshing break, resulting in a positive effect on employees (Plester & Hutchison, 2016). Plester and Hutchison (2016) suggested that workplace fun increases overall engagement with the team, department, and organization. However, the researchers also found that some employees perceived the workplace fun as distracting, having a converse effect (Plester & Hutchison, 2016). Managers should understand employees' perceptions before implementing such motivational strategies. Several of the study participants discussed catering to individual preferences when performing fun activities, ensuring to exclude specific staff for personal, cultural, or religious reasons. In addition to entertaining activities, the study participants also used charitable acts to engage the team.

The study participants selected several social causes to support with their teams. At Employer 8, Participant M's staff donated funds to the American Cancer Society.

Participant C of Employer 5 shared volunteering at a charitable organization as a team. Participant J's team raised and donated money to flood victims and participated in walk-a-thons to raise awareness and financial support for health care issues at Employer 5. Corporate social responsibility (CSR) influences employee retention, satisfaction, motivation, and organizational commitment in nonprofit establishments (Malik, Afzal, Mirza, 2016). Malik et al. (2016) found that external CSR activities had a more significant impact on employee motivation than internal charitable initiatives. Shao, Cardona, Ng, and Trau (2017) studied the effect of the prosocial motivation of supervisors employees' organizational behavior and found that managers' motivation to engage in CSR activities synergizes employees' organizational commitment. Likewise, the prosocial orientation of the organization increased organizational commitment (Shao et al., 2017). The alignment of prosocial motivation and orientation between the employee, supervisor, and organizational exponentially increased organizational commitment (Shao et al., 2017). Participant C believed that the administrative staff members performed better as a team as a result of participating in charitable acts. Similarly, the study participants performed benevolent acts toward their employees through their ability to be sensitive.

The participants shared their practice of being sensitive to their employees' needs, implementing reasonable actions specific to individuals' situations. Participant F of Employer 5 affirmed, "We are working with human beings. We get tied up with policies and procedures, but we have to make sure to take care of their basic needs to get them to be more productive." This type of behavior aligns with ethical leadership, which results in favorable, respectful, and fair treatment toward employees and improves performance (Tu & Lu, 2016). Scholars have argued that employees highly regard managers who can understand their feelings (Almatrooshi, Singh, & Farouk, 2016). Therefore, managers who are sensitive to employees' emotional state can significantly influence performance (Almatrooshi et al., 2016). In exuding sensitivity, the participants also extended support to their staff's pursuits and created opportunities for social exchanges with their team members through daily conversations. They inquired about family and situational events. The participants also discussed their ability to be empathetic, understanding the employees' position, and offering solutions. These behaviors also liken unto supportive leadership, within the path-goal theory, displaying friendliness and concern for employees' situational need (Wallace, 2007). Researchers found that a lack of supportive leadership in the workplace diminishes employees' perception of their overall health (Schmidt et al., 2018). Therefore, middle managers may have an impact on employees' health, as well as performance. Leaders' practice of empathy toward employees improves managerial skill, while positively impacting employee motivation and achievement (Almatrooshi et al., 2016).

Several of the study participants expressed their intent to positively impact employee performance by being an example to their staff members. Participant A of Employer 1 declared, "I lead by example." Other participants shared the same sentiment. Participant K of Employer 6 asserted, "As a leader, even though you are a facilitator, you still have to be in the front, being that pioneer of growth to help mature your team." Researchers agreed that a leader's ability to exude exemplary behavior in the work environment increases credibility and enforces the workforce effectiveness and organizational citizen behavior (Boiral, Talbot, & Paillé, 2015). Scholars have also found that leading by example increases group cooperation (Huiqing, Youlan, Gonglin, & Zhongming, 2018), and increases overall performance (Boiral et al., 2018). Another approach that may increase employees' cooperation was the study participants' communication of value to their teams. Participant K of Employer 6 indicated, "I always let them know how crucial their role is." Likewise, Participant I of Employer 4 voiced, "Every member of the team should feel as though they are valued." The study participants advised their workforce of their importance to patient care to influence engagement. Two study participants also detailed how a manager's expressions can also negatively affect the workforce.

A manager's attitude and expression can adversely impact the workforce's ability to perform. Participant C of Employer 5 discussed the staff's ability to sense a manager's emotional challenges in the workplace and the threat thereof to the workforce's performance. As stated by Participant C, "They can feel that [a manager's emotional challenge]. You have to be careful of dragging them down that rabbit hole with you. You have to keep that [emotional challenges] separate." Almatrooshi et al. (2016) stated that leaders should be emotional competent to improve job performance effectively. When managers can regulate their emotions, employees' performance heightens (Choudhary et al., 2017). Almatrooshi et al. urged that without social, emotional, and cognitive intelligence, leaders are incapable of understanding the individualistic need for different strategies of motivation. Developing social, emotional, and cognitive awareness promotes a work culture where employees feel valued and will perform better (Almatrooshi et al., 2016). As managers practice social, emotional, and cognitive management, employees' behavior and performance improve (Choudhary et al., 2017). Therefore, managers should be aware of how their staff may interpret their attitude. Nonprofit human service leaders should invest more time and resources in creating positive work environments (Selden & Sowa, 2015). Now I will transition to the participants' transactional actions.

Some study participants used transactional strategies to alter staff members' poor behaviors. During the interviews, several of the study participants shared employees' situational barriers to work performance. Participant B of Employer 2 named individuals' resistance to change as of the most significant barrier to employee productivity. Several of the study participants also agreed. Majority of the participants used the strategies previously discussed to overcome such challenges. However, Participant L of Employer 7 and Participant J of Employer 5 shared their use of observation to determine the next actions to implement. After observing difficult employees, the study participants used accountability measures to alter employee behavior. Participant H of Employer 2 asserted, "We have one-on-one counseling, no write-ups. For the most part, counseling works." Participant K of Employer 6 also found that counseling was effective strategy to change employee behavior. Participant K stated, " It took simply sitting and hearing the perspective, and getting the feedback. Instead of holding the employee accountable to the point of a write-up, I created an action plan." The participants shared that their employees improved performance and productivity from frequent counseling. There were some instances where managerial counseling did not successfully alter employee behavior, requiring more punitive actions.

When employees did not change their actions, some participants used disciplinary actions. Participants J of Employer 5 and K of Employer 6 used disciplinary actions, such as corrective counseling and write-ups, to change challenging behaviors in the workplace. This finding was noteworthy. Hill (2017) cautioned medical practice managers to conduct self-examination of management styles and communication before performing disciplinary actions with a problematic employee. A disciplinary action is a transactional approach that employees can deem as negative (Zareen, Razzaq, & Mujtaba, 2015). However, when leaders observe employee performance for corrective actions and provide rewards for improved behaviors, it develops learning and understanding of the employee's role in the organization (Zareen et al., 2015). Both Participants J and K shared their difficult employees' behavior improved and even led to career advancement for one incumbent. More research is needed to understand the impact of transactional actions on employee motivation. However, overall, the participants shared multiple activities to improve motivation amongst their administrative staff. The findings of the study align with the conceptual framework.

According to the conceptual framework, leaders adapt their style to the motivational need of individuals (Northouse, 2018). In the interviews, study participants shared multiple behaviors they used during challenges and uncertainty. The participants primarily demonstrated the four styles within the path-goal theory, though they also used several other styles. Throughout each alteration of style, the participants focused on employee performance and individualized their behaviors to encourage each staff member's conduct. Table 2 contains a summary of the strategies the participants used to motivate their administrative workforce.

Table 2

Participants' Leadership Behavior Strategies

Leadership behavior					
Operational		Social		Transactional	
Strategy	Total responses	Strategy	Total responses	Strategy	Total responses
Directive	13	Recognition	10	Observation	4
Coaching	10	Approachability	7	Accountability	3
Recurring meetings	10	Engaging activities	7	Disciplinary action	3
Soliciting feedback	9	Sensitivity	7		
Career development	7	Supportive	6		
Getting buy-in	7	Exchange	6		
Consistency	6	Empathetic	5		
Inclusion	5	Lead by example	5		
Work-life balance	3	Value	4		
Participation	3	Emotional management	2		
Project management	2				

Theme 2: Awareness of Motivational Factors

The study participants' awareness of motivational factors was one minor theme. Several study participants considered their knowledge of motivational methods to heighten the behavior of their administrative staff. Most of the participants partook in leadership classes and initiatives provided by their employers. At Employer 5 and Employer 6, the study participants were heavily encouraged to take such leadership education. Six study participants attended numerous ongoing face-to-face leadership forums. However, those participants were employed by Employer 5, Employer 6, and Employer 8. During the member checking process, Participant A of Employer 1 affirmed the theme by sharing some research articles that inspired the strategies shared during our interview. Overall, the study participants shared the value of leadership training and the tips they learned in managing their workforce. Two participants mentioned having access to online leadership training material through their employer. However, they shared their inability to use the tools because of the time limitation. Before approaching the study, I assumed middle managers were unaware of employee motivation. However, it was apparent that all the participants were purposed to identify factors that could drive their staff's performance. Most of the study participants sought motivational skills to impact their workforce.

Christina, Denise, Shannon, Dana, and Eduardo (2017) stated that organizational leaders report a lack of leadership skills, although funding has steadily increased over the last several years. However, the researchers found that leadership training results in improvements to learning, organizational results, and employee outcomes (Christina et al., 2017). Further, Christina et al. (2017) suggested that leadership training is more effective than many organizational leaders believe. Leadership training is more effective when managers attend face-to-face sessions at an onsite location, using multiple methods of delivery over time (Christina et al., 2017). Participant C discussed the leadership training forums that Employer 5 provided. In the forums, managers can share with other organizational leaders and learn how their colleagues are overcoming challenges to influence employee behaviors. Employers should provide middle managers with learning opportunities to impact the work environment and workforce performance. Four study participants attributed their motivational awareness to former bosses that they observed, mimicked, or sought mentorship. This finding infers the benefit of mentoring middle managers. Those middle managers gleamed tools to motivate the administrative workforce through support providers.

Support providers in the workplace, such as bosses and mentors, can enhance a leaders' development by serving as role models and providing advice during challenging job-related experiences (Hezlett, 2016). Coaching and mentorship are distinct forms of leadership development that improve learning and training effectiveness (Hezlett, 2016). Through the provision of mentorship, middle managers learn the motivational strategies of their predecessors. Unfortunately, five study participants shared their employers did not provide leadership training on methods to motivate or improve the workforce's behavior. The participants shared similar strategies, whether they received formal motivational training or not. Overall, most of the study participants had formal training or education. However, several were self-guided to enact motivational strategies that were specific to the individuals in their administrative teams. Table 3 displays some participants' quotes regarding the lack of organizational support in motivational methodologies.

Table 3

Participants' Responses Regarding Lack of Organizational Support

Participant	Employer	Quote
L	7	"My current employer has not added [to my knowledge of motivational strategies]."
H	2	"There is nothing that the parent company gives me for motivational information."
D	3	"I don't know if they [employer] have necessarily contributed [to my knowledge of motivational strategies]."
I	4	"I came here as a very seasoned to experienced manager, so I would say very little [employer contributions to my knowledge of motivational strategies]."

Theme 3: Employee Performance

The second minor theme was employee performance. During the interviews, each study participant conveyed the aim of affecting employee performance. The study participants believed their motivational strategies enhanced employee performance and satisfaction, team cohesion, vested interest, process improvement, and the work environment. However, some study participants also identified poor performance outcomes, which were employees' resistance to change and negativity. Participated B of Employer 2 explained that some employees do not like changes in operational workflows, and can become frustrated and defiant. Participant F of Employer 5 shared a similar experience where rebellious employees negatively influenced other staff members. However, the study participants were consistent in their leadership behaviors and continued to utilize several practices to produce better reactions from employees.

The study participants described their observation of their impact on employee performance. During our discussion on employee performance, Participant A of Employer 1 said, “They have a vested interest and perform at a much higher rate.” Other participants shared employee actions that are a result of vested interest. Participant C of Employer 5 shared, “I see their interactions with each other as a team. The atmosphere in the office is a very positive one.” Participant E of Employer 3 explained, “They bring something to the table, whether it is an issue they encountered or information that they want to share.” Additional research is needed to confirm the relationship between the participants’ behavior and employee performance. However, the participants’ use of several leadership behaviors supports the conceptual framework. The study participants' actions may have motivated employee outcomes, as other scholars have discovered. For example, the primary leadership behavior in the findings was directive leadership. Mikkelson et al. (2015) discovered that effective communication, a characteristic of directive leadership, produces high levels of employee motivation, satisfaction, and organizational commitment among employees. The finding relates to the study participants’ experience of their staff having a vested interest in their productivity and providing feedback to improve processes that their middle managers implemented. Moreover, Mikkelson et al. found that the relationship between communication and employee performance is consistent throughout various industries.

Through frequent communication, the employees could provide feedback. The study participants mentioned asking their staff's input on operational protocols that would impact employees directly, which assimilates to participative behavior. Scholars stated that participative leadership stimulates a reflective process, resulting in knowledge sharing, quality of ideas, clarification of problems, and promotes a more effective process among employees (Bell et al., 2018). Employee satisfaction heightens when managers solicit their staff for a business solution (Ghaffari et al., 2017). The participative leadership style produces higher levels of motivation to create effective work structures and business decisions among administrative employees, resulting in a highly adaptable workforce (Bell et al., 2018).

Majority of the study participants shared their experiences of coaching employees and providing recognition for accomplishments. Coaching is a characteristic of the achievement-oriented leadership style within the path-goal theory. The staff members find satisfaction in receiving recognition (Northouse, 2018). Likewise, in providing accolades, managers can communicate the standards the workforce should meet (Northouse, 2018).

Several of the study participants also discussed being supportive, which is a style within the conceptual framework. The participants remained approachable and were friendly toward staff to provide an amenable work atmosphere. One of the greatest factors to employee motivation is the work environment (Sdrali et al., 2016). Leadership behavior, workforce characteristics, and work environment affect employee motivation (Aleksic, 2016; Malik, 2013). Although further research is needed to determine which practices directly impacted employee motivation and performance, the study participants sought to influence staff performance using multiple actions. The study findings suggest that leaders will exude various behaviors until employees are motivated. Table 4 displays the participants' workforce performance responses, which were a result of their motivational strategies.

Table 4

Participants' Responses Regarding Workforce Performance

Workforce performance	Participant	Employer	Quote
Heightened performance	A	1	"My workload has scaled up, but team resources have not. We work leaner and smarter, not harder."
Improved work environment	E	3	"When you have a team that gets along, and you don't have the typical office drama, that helps in sustaining that motivation."
Process improvement	G	6	"They came up with ways to improve workflows that I wasn't even thinking of."
Team cohesion	I	4	" There is more follow through and communication [within the team].
Vested interest	H	2	"They want to have their work done properly and want to know that they are capable of doing what they need to."
Employee satisfaction	M	8	"I think our main outcome [of motivational strategies] is employees are satisfied."

Findings in Relation to Path-Goal Theory

The conceptual framework of this study was the path-goal theory. According to the theory, the leader changes leadership styles to meet the motivational need of the followers to supplement elements that are missing from the work environment to influence goal attainment (Northouse, 2018). According to the theory, leaders are responsible for providing a healthy work environment to propel employees toward business goals (Northouse, 2018). Since the inception of the path-goal theory, the number of possible leadership behaviors has increased (Northouse, 2018). However, some scholars criticize the theory for the inability of leaders to simultaneously enact the four leadership behaviors, supportive, participative, directive, and achievement-oriented (Northouse, 2018).

The study participants exuded multiple behaviors in the workplace that were specific to their team's needs and displayed various actions to individuals when experiencing challenges. Their use of numerous behaviors may have led to an increase in employee performance and productivity, and a positive work environment with evidence of team cohesion and employee satisfaction. The participants used directive leadership primarily, communicating to the staff by convening with their team collectively and providing clear expectations. Secondarily, the study participants used achievement-oriented leadership, recognizing staff publicly for achievements and inspiring team members toward higher performance. The third common behavior among the participants was participative, asking their teams for feedback, including staff decisions in operational workflows, as a means to influence staff to buy into the work environment.

Next, was supportive behaviors, being approachable, having an open-door policy with staff, supporting career development, showing empathy, being sensitive to their workforce's situational and personal needs. As the path-goal theory indicates, the participants changed their leadership styles to meet the workforce's situational needs. However, they used more than the limitation of the theory's four approaches.

Several of the study participants shared strategies of social exchange, developing connections with their teams, and engaging in activities to learn individuals. Other participants discussed observing employees to understand situational needs and including all team members in business planning and initiatives to consider how workflows impact each member.   Several participants discussed consistency in their behaviors and leading by example. Some participants shared using transactional strategies, keeping employees accountable, and disciplining staff when they did not meet expectations. A few participants discussed their emotional management discipline at the workplace and shared it as a measure to keep the work environment positive. The findings suggest that nonprofit health care middle managers primarily utilize directive, participative, supportive, and achievement-oriented behaviors, and observes to identify additional actions and styles that motivate staff.

Applications to Professional Practice

The results of the study can help nonprofit health care organizational leaders develop strategies that improve the administrative workforce performance, which may also improve patient experience. The findings consisted of three themes: (a) utilization of various leadership behaviors, which includes the subthemes of operational, social, and transactional behaviors; (b) awareness of motivational factors; and (c) employee performance. Nonprofit health care middle managers focus on affecting their administrative workforce performance, which drives their desire to understand how to motivate everyone within their teams. It is the individualistic behavior of team members that drive managers' motivational strategies and the success thereof. The middle managers of nonprofit health care organizations utilize approaches that produce positive outcomes. However, some managers may not have organizational support in influencing their administrative teams, which identifies the need for employers to ensure the education of motivational strategies for managers. Lastly, when middle managers met the situational needs of the workforce, staff members were motivated to complete tasks, share knowledge, and contribute to a positive atmosphere.

The path-goal theory includes the modification of four primary leadership styles. House's (1971) path-goal theory promotes the alteration of four primary leadership styles to meet the need of their workforce. As a result, employee satisfaction, organizational citizenship behavior, performance, and productivity improves (House, 1971; Kim & Park, 2014), as the study participants attested. As in the case of the participants, there were multiple secondary leadership styles that the middle managers used to motivate the administrative workforce. Therefore, middle managers should evaluate and observe team members to identify further styles and behaviors that are specific to the workforce's needs. Managers should meet the situational needs of their employees to motivate the workforce to excel. However, the types and number of styles and behaviors a leader exudes will vary and is specific to individuals' needs. Business leaders in the nonprofit health care industry should practice directive, achievement-oriented, participative, and supportive leadership, as well as observation to determine how to meet the administrative workforce's needs. Leaders need training in motivating the administrative workforce of nonprofit health care organizations to ensure business performance.

Implications for Social Change

The results of this study could improve the life quality of the administrative workforce within nonprofit health care organizations, resulting in development and opportunities to become better contributors to their families and communities. Bell et al. (2018) suggested that leadership styles, such as participative, creates the social capacity within leaders to produce business decisions that contribute to the quality of employees' life. As middle managers motivate staff to provide optimal health care experiences to the community, they may also influence the workforce to make more exceptional societal contributions. Coaching helps to provide career experience, aiding employees in attaining personal and organizational goals (Azman et al., 2016). When employees have favorable work experiences, they also encounter positive impacts in other areas of their lives (Johnson and Jiang, 2017). Likewise, providing positive work environments and career development to employees creates a sustainable business through knowledge sharing and succession planning. The findings of this study could contribute to nonprofit health care organizational leaders exponentially impacting their internal and external environment.

Recommendations for Action

The purpose of this qualitative study was to explore how middle managers are motivating the administrative workforce of nonprofit health care organizations. From the findings of the study, I suggest several recommendations for leaders of administrative personnel in nonprofit health care settings to increase productivity and performance. Organizational leaders should provide training on specific leadership styles, behaviors, and actions to adequately equip their middle managers to influence teams to meet corporate goals. Organizational leaders should also advise middle managers of the import of providing clear directions to the administrative workforce. When the employees are aware of various responsibilities and goals, they can meet business expectations (Souba and Souba, 2018). Some activities that support directive behavior include recurrently meeting with administrative teams to share knowledge and providing instructions. Organizational leaders should also encourage middle managers to display achievement-oriented behaviors to inspire staff to meet goals and to recognize individuals publicly for their accomplishments. Corporate leaders should also advise their middle managers to solicit feedback from staff to ensure their contribution to workflows and operational processes to meet goals. Leadership training should also include supportive behaviors. Supportive behaviors include showing empathy, being sensitive, embracing career development, and being responsive to workforce needs. Finally, organizational leaders should educate middle managers on the import of observing the workforce to understands their employees' differences and necessities to determine further leadership behaviors. Budin and Wafa (2015) discussed that leaders should learn the culture of the work environment, which is done through observation to pinpoint behaviors to use that will satisfy the needs of the employees. The findings and recommendations of this study can spread through onsite leadership training or offsite conferences for senior leadership to attend, as well as leadership newsletters.

Recommendations for Further Research

In this multiple case qualitative study, I researched how middle managers are motivating their administrative workforce in nonprofit health care corporations. The study population was limited, as the participants were (a) within the nonprofit health care industry, (b) middle managers, and (c) oversaw administrative teams of a minimum of four members. The findings may not apply to all organizations. Further research with leaders in other industries among various types of employees could be studied by scholars to determine the transferability of the results. This study also did not examine if the motivational strategies of middle managers resulted in workforce performance. Future scholars should research the relationship between managers' motivational strategies and employee performance of the administrative workforce of nonprofit health care organizations.

Reflections

When I approached the study, I thought finding the participants would be difficult. Once I began recruitment, several candidates immediately consented. However, some of the candidates avoided scheduling the interview, disregarded my follow-up e-mails, and declined participation without notice. I had to find additional participants, which required using the snowball sampling method. Through the snowball sampling method, I was able to recruit an adequate number of consenting participants. The first interview was evidence of my novice research experience. It was rigid and awkward. I asked questions and silently awaited the answers, taking notes to determine if I should further investigate with each response. I realized my error and decided to ensure the rest of the participants were comfortable during the interview by conducting a free-flowing conversation with my structured questions. The provision of a comfortable environment during the telephone conference was one of the most significant realizations during the case study process.

With every interview, I learned how purposed each middle manager was to create and implement strategies that motivated their workforce’s performance. It was ironic how many of the participants shared similar actions, even though they were self-guided in doing so. I previously held the bias that some middle managers lacked appropriate motivational strategies, resulting in the creation of methods that are specific to the leader's emotional makeup. I was wrong. Although some participants shared the lack of leadership guidance in motivating their teams, they realized the import of meeting employees' needs and created similar motivational strategies to their peers. The finding was most intriguing to me. I developed a greater respect for middle managers because of their realization of impacting their workforce. Most of the participants shared developing relationships with their staff, as well as developing and coaching their teams to perform. The participants were also interested in the topic of leadership styles and employee motivational strategies, effectively sharing their knowledge through their lived experience. It was reassuring to discover advocates for workforce development and performance with each interview.

I also found typing 13 transcriptions quite tedious. The interviews lasted 25 to 40 minutes, making the transcription process easier to endure. Assigning codes to the transcripts was simple with the use of Dedoose. However, organizing the codes into themes was challenging, as I had to shape the themes around the purpose of the study to ensure readers would find the results understandable and useful. Although most of the participants were unaware of leadership rhetoric, they were knowledgeable through their experience. I learned that experience could educate leaders.

As I listened to each participant, I remembered content from the review of the literature. They also provided further knowledge on nonprofit health care middle managers' behaviors. The participants expressed lived experiences like what I experienced in my management career and learned in my studies. Overall, the research has impacted my capacity as an organizational leader. Now, I investigate employees' situational needs to understand factors that diminish their motivation and hold informal, recurring briefings to create better working environments. I am focused on creating and maintaining a positive organizational culture through my behaviors and actions as a leader. With this gained education, I enter the workplace better equipped to improve workforce performance through the development and motivation of individuals.

Conclusion

Employee performance is heightened when individuals are motivated by a positive and supportive work environment, cultivated by leaders who provide actions and behaviors that meet the needs of the workforce (Gilmeanu, 2015; Macauley, 2015; Shaughnessy et al., 2017; Stumpf et al., 2016). In nonprofit health care settings, middle management leaders impact workforce performance by motivating their administrative staff through various techniques. Middle managers should realize their capacity in affecting productivity and demonstrate behaviors that meet individuals' needs. Middle managers could provide clear directions, encourage individuals by giving recognition, solicit feedback, remain approachable, and observe staff to improve the workforce. Further research can examine the relationship between such management behaviors and workforce performance. However, leaders can influence their workforce to improve performance by using multiple behaviors and actions to meet employees' situational needs.

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Appendix A: Middle Manager Participant Interview Questions

1. What are some motivational strategies you have implemented that have proven to improve administrative employees' behavior?
2. What are some actions or manners you display that have proven to improve administrative employees' behaviors?
3. Based upon your experiences, please identify the outcomes that improved due to your motivational strategies.
4. What are the challenges you experienced in implementing your motivational strategies?
5. How did you conquer those challenges?
6. How, if at all, has your employer contributed to your knowledge of motivational strategies to target employee performance?
7. What else can you add that has helped to motivate your administrative workforce to meet business goals?

Appendix B: Interview Protocol

Interview: How Middle Managers of Nonprofit Healthcare Organizations Motivate Their Administrative Workforce

A. I will set a convenient interview environment for the participant(s) (i.e., conference call or coffee shop).

B. I will begin the interview with an overview of the research topic and the purpose of the study.

C. I will remind the participant(s) of the hour duration of the interview and thank them for their time.

D. I will reiterate that I will digitally record the interview and advise the participant(s) not to use identifiers such as addresses, names, and so forth during the recording.

E. I will turn on the recorder and say the date, time, and the participants' pseudonym (i.e., Participant A).

F. I will ask the participant(s) six interview questions.

G. During the interview, I will interpret the participants' non-verbal cues and ask questions to further ensure I describe it appropriately in the transcript.

H. After concluding the interview, I will end the recording and explain the member checking process, schedule the follow-up member checking interview via telephone to confirm interpretation and to validate codes.

I. I will ask the participant to provide the name and contact information of a middle manager of an administrative workforce within a nonprofit healthcare organization, who they believe employs strategies to motivate staff.

J. I will confirm a phone number to call and schedule the follow-up member checking interview within two weeks of the initial interview.

K. Prior to the follow-up member checking interview, I will provide the interview codes and themes via e-mail to the participant(s) three days prior to the call.

L. During the follow-up member checking interview telephone call, I will ask the participant(s) if the codes and theme are accurate accounts, and if they desire to change anything. Likewise, I will ask the participant if they have any further information to add.

M. I will transcribe the additional written information and return the revised codes and themes via e-mail to participant within 5 days of the follow-up member checking interview.

N. I will ask the participant(s) to confirm via e-mail that the additional accounts are correct and if there is further information they would like to provide, and so forth.

O. I will provide the participants with the final codes and theme of their interview.

P. Upon the conclusion of the study, I will provide the participants with the lists of themes and a brief summary of findings for the study.

Appendix C: Social Media Advertisement

Wanted: Participants for Business Research Study

Study Description: The purpose of the study is to discover how middle managers of nonprofit healthcare organizations are motivating their administrative workforce to achieve business expectations.

Researcher: Chastidy Elliott, MBA, candidate of Doctor of Business Administration (DBA) at Walden University.

Eligibility Criteria:
- A minimum of two years in a current middle manager* role in a nonprofit healthcare organization.
- Oversee an administrative workforce of four or more employees.
- Implementation of behaviors and actions that drive performance of administrative workforce.

*Middle manager: team lead, supervisor, assistant manager, manager, senior manager, assistant director, director.

Time Commitments Required: One-hour interview and half hour to review interview summary.

Location of The Research: Face-to-face or telephone interviews.

For privacy and confidentiality, please do not comment to the post. Please send a message to the researcher at [redacted] for further details.